



National  
Qualifications  
2019

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**2019 French**

**Reading**

**National 5**

**Finalised Marking Instructions**

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## General marking principles for National 5 French Reading

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) Award a mark to each answer. Marks are not transferable between questions.
- (e) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.

# Marking instructions for each question

Question			Expected response	Max mark	Additional guidance
					Do not accept:
1.	(a)		<ul style="list-style-type: none"> <li>2 months ago/2 months before (any spelling of month)</li> </ul>	1	any wrong number or specific for example 3 months ago 2 weeks ago, on the second month before 2 (months) in 2 hours there are 2 months after 2 months
	(b)	(i)	<ul style="list-style-type: none"> <li>a <u>good/great/big</u> choice/variety of lesson(s)/class(es)/course(s)/subject(s)</li> <li>lesson(s)/course(s)/class(es) are easy <u>to follow/understand/I am able to follow/understand</u> lesson <u>easily</u></li> <li>teacher(s)/professor(s)/lecturer(s) are <u>always</u> (ready to/willing to) help/<u>always</u> helpful/<u>always</u> give extra help</li> </ul> Any 2 from 3	2	good lessons/the lessons are good a choice of lessons a choice of meals/a good course a good choice of easy lessons/courses/classes/subjects  lessons/courses/classes are easy/the course is easy I can follow the lesson easy to attend the uni she made good course choices the lessons are easy to attend  teachers are helpful teachers give extra help (no always) teachers are always ready to teach teachers offer help every day

Question			Expected response	Max mark	Additional guidance
					Do not accept:
		(ii)	<ul style="list-style-type: none"> <li>can <u>discover/learn/find out about</u> the region/the area</li> </ul>	1	visit the region a (new) region the region (with no verb) discover regions learn about culture/places/France/countries religion
	(c)		<ul style="list-style-type: none"> <li>has to/needs to write a <u>3000-word</u> essay/dissertation</li> <li>(has) exams at the <u>end of the year</u></li> </ul>	2	has to write an essay/a long essay has to write a 3 million word essay 3 thousand essays/notes 3 one thousand word essays  she has exams she has exams during the year/next year/in a year her exams end this year she has to pass her exams final exams are coming up/final year exams can't study

Question			Expected response	Max mark	Additional guidance
					Do not accept:
	(d)		<ul style="list-style-type: none"> <li>understand/comprehend the (other) <u>students/pupils</u></li> <li>the (other) students/they spoke <u>too/very</u> quickly/fast</li> <li>(too much) slang</li> </ul>	3	<p>to understand understand/comprehend people difficult to speak with the other students had no friends didn't like it joining in conversations they don't include him in the conversation</p> <p>they spoke quickly/fast he spoke too quickly</p> <p>he had to use slang</p>
	(e)		<ul style="list-style-type: none"> <li>made/is making <u>a lot of/enormous</u> progress <u>in French</u></li> <li>can <u>participate/join in/take part</u> in conversation(s)/can have conversation(s)</li> </ul> <p>Any 1 from 2</p>	1	<p>made a lot of progress/some progress he is making progress in French</p> <p>conversations can speak to them/the students arrive in conversations he is included in conversations he can understand them a lot better he would recommend this experience (does not answer the question)</p>

Question			Expected response	Max mark	Additional guidance
					Do not accept:
2.	(a)		<ul style="list-style-type: none"> <li>• <u>end of</u> July</li> </ul>	1	July any wrong month fine July
	(b)		<ul style="list-style-type: none"> <li>• <u>all/every/everyone's</u> taste(s)/everyone/all/(to try/to enjoy)</li> </ul>	1	the taste(s) taste(s)/levels of tastes your taste everyone to travel all the types navigation
	(c)	(i)	<ul style="list-style-type: none"> <li>• (to ask for/find out/inform oneself/get/learn/hear) information about historic/historical <u>place(s)/site(s)/spot(s)/area(s)/premise(s)</u></li> </ul>	1	an historic site/place (no plural) to learn about history to find about histories to find out about the local history/history of the area/place information about the place's/places history information about places (no historic/historical)  digital information files (next question) interesting/facts about place(s) to visit/information about the place you are interested in visiting (next question)

Question			Expected response	Max mark	Additional guidance
					Do not accept:
		(ii)	<ul style="list-style-type: none"> <li>• <u>digital</u> information/information <u>files/cards/forms</u></li> <li>• (interesting/facts about) place(s) <u>to visit</u>/information about the place you are interested <u>in visiting</u></li> </ul>	2	information (on its own) numerical information on cards numerical information (about visitors) numerical facts/interesting facts files/cards/forms (on its own) numerical maps digital files (not enough)  interesting places (on its own) interesting visits
	(d)	(i)	<ul style="list-style-type: none"> <li>• indicates/shows/tells/identifies/points out picnic area(s)/place(s)/stop(s)/spot(s)/site(s) <u>nearby/near/close by/in your proximity/nearest/closest</u> picnic area(s)/place(s)/stop(s)/spot(s)/site(s)</li> </ul>	1	you can have a picnic nearby picnic aires/in the open air approximate time of picnic approximate picnic areas to see the nearness of the picnic the nearest area show the path you are walking shows all the long paths on the map encourage people to get interactive
		(ii)	<ul style="list-style-type: none"> <li>• impossible to get lost/you can't get lost/won't lose your way</li> </ul>	1	impossible to lose it/you cannot lose it

Question			Expected response	Max mark	Additional guidance
					Do not accept:
	(e)		<ul style="list-style-type: none"> <li>• <u>discover/find out</u> about <u>beautiful/lovely/fine/pretty</u> countryside/scenery/landscapes</li> <li>• share (good) moment(s) with <u>the family/as a family</u>/they are with their <u>family</u>/create more <u>family</u> moments</li> <li>• <u>do/take part in</u> an activity/activities which is <u>good for their health</u></li> <li>• (encourages them to) leave/go out of their (bed)<u>room</u>(s)/not to stay in their <u>room</u></li> </ul> <p>Any 3 from 4</p>	3	<p>they like the pretty countryside/places discover the passages/walkways</p> <p>gets the family to participate in being active</p> <p>activity is good for their health they are healthier do activities it is good for their health look after their health eat healthy</p> <p>they go out encourages them to stop/stay in their room</p>



Question			Expected response	Max mark	Additional guidance
					Do not accept:
3.	(a)		<ul style="list-style-type: none"> <li><u>work experience/work</u> experience in business placements</li> <li>speaks/talks to/with (each/every) <u>pupil(s)/student(s)</u></li> </ul>	2	experience training course stages business training courses  talks
	(b)		<ul style="list-style-type: none"> <li>if the pupil does <u>not</u> know/is unsure what he/she wants to do <u>in the future/later on</u></li> <li>if the pupil is/when they are interested in <u>several/many/a lot/lots of/more/other</u> job(s)/profession(s)/occupation(s)/career(s)</li> </ul>	2	if the pupil does not know/is unsure what he/she wants to do they don't know about their future after the conversation with the advisor if the pupil knows what he/she wants to do in the future/later on if the pupil does not know what to do  if the pupil is interested in a job if the pupil is interesting if the job is interesting so they are interested in the/a profession
	(c)		<ul style="list-style-type: none"> <li><u>several/different/many/a lot of</u> employers</li> <li><u>a variety of</u> businesses/enterprises (in the one place)</li> </ul> Any 1 from 2	1	there are employers there  ask questions gives many more employers a big variety of business in one place big variety of training courses in the same place

Question			Expected response	Max mark	Additional guidance
					<b>Do not accept:</b>
	(d)	(i)	<ul style="list-style-type: none"> <li>by answering questions/responding to questions about <u>their/the</u> job/profession/career/work</li> <li>by speaking/talking about the <u>positive</u> aspects/parts/things of <u>their/the</u> job/profession/work/career</li> <li>speak about the <u>necessary/required</u> qualities/skills <u>needed</u> to do <u>it/their/the</u> profession/career/job/work</li> </ul> <p>NB: speak about the positive aspects of their job and the necessary skills = 2 marks because the necessary skills are relating back to their job.</p>	3	<p>answering questions answering questions on their subjects asking questions answer the students questioning the subjects answer questions about work</p> <p>speak about the positive aspects/parts/things of a job speak about their profession/career/job/working positive about working/of work/for work</p> <p>speak about the (necessary) qualities/skills to do <u>a</u> profession/career/job/work</p>
		(ii)	<ul style="list-style-type: none"> <li>(pupil can) discover/find out about a profession/career/job/work he hasn't/hadn't/wouldn't have considered (before) hasn't/hadn't/thought about/didn't consider/think about</li> </ul>	1	<p>pupil can discover/find out about profession/career/job/work consider a job a job they would/wouldn't consider (first)</p>
	(e)		<ul style="list-style-type: none"> <li>to be <u>a pilot</u> (any spelling of pilot) you have to be <u>good/strong</u> at maths</li> </ul>	1	<p>to become a pilot you need maths maths are very important you need to be good at maths (no mention of pilot) you need a diploma/degree in maths to be a pilot</p>

[END OF MARKING INSTRUCTIONS]