



National  
Qualifications  
2018

---

**2018 French**

**Listening**

**National 5**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2018

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments. This publication must not be reproduced for commercial or trade purposes.



## General marking principles for National 5 French Listening

*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) The marking instructions indicate the essential idea that a candidate should provide for each answer.
- (d) The answers for each question must come from the item.
- (e) There are two or three supported marks across the two items. Where there are supported marks in the form of a grid, award zero marks where a candidate ticks all boxes.
- (f) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.

# Detailed marking instructions for each question

Question			Expected response(s)	Max mark	Unacceptable answers
1.	(a)		<ul style="list-style-type: none"> <li>When <u>she was/aged</u> 21</li> <li><u>After</u> her studies</li> </ul> <p>(Any 1 from 2)</p>	1	Any wrong number 21 years ago 21 21st
	(b)		<ul style="list-style-type: none"> <li>(Had/has) family <u>there/in Manchester</u></li> <li>Knew the town/city <u>well</u>/has <u>good</u> knowledge of the city</li> </ul> <p>(Any 1 from 2)</p>	1	To visit/see family She knows a family that lives there  It's a nice town/city It has a good town
	(c)		<ul style="list-style-type: none"> <li><u>Very</u> long hours/the hours were <u>too</u> long</li> <li>Boss was <u>too/very/really</u> strict/severe/harsh</li> </ul> <p>(Any 1 from 2)</p>	1	She had long hours/the hours were long She would have to work long hours  Boss was strict/severe/harsh
	(d)		<ul style="list-style-type: none"> <li>(Very) well paid/(very) good/great/excellent/brilliant pay</li> <li>Flexible <u>hours</u></li> <li><u>Gets on/along (well)/has a good rapport/relationship with</u> students/learners/pupils</li> </ul> <p>(Any 2 from 3)</p>	2	It was flexible  Gets on with the children Has a good reputation with the students Students get a good report Likes the students

Question			Expected response(s)	Max mark	Unacceptable answers
	(e)		<ul style="list-style-type: none"> <li>Weather/climate</li> <li>(French) food/cuisine/<u>the</u> cooking</li> </ul> <p>(Any 1 from 2)</p>	1	Temperature  Cooking Kitchen Mum's cooking
	(f)		<ul style="list-style-type: none"> <li>Speaks <u>fluent</u> English/speaks English <u>fluently</u></li> <li><u>Discovered/got to know/experienced/learnt</u> a new/another/a different culture/way of life (other than her own)</li> <li>Met/got to know/knows <u>many/a lot</u> of (very) <u>different</u> people</li> </ul> <p>(Any 2 from 3)</p>	2	Hears fluent English English has improved/got better/(She) has improved her English She can speak better/clearer English She has learnt English  Any mention of cultures She understands the culture/cultural differences  Got to know people

Question			Expected response(s)	Max mark	Unacceptable answers
2.	(a)		<ul style="list-style-type: none"> <li>Hairdresser's/hair(dressing) salon/barber's (salon/shop)</li> </ul>	1	Salon Café Workplace
	(b)		<ul style="list-style-type: none"> <li>He spilled coffee over his shirt</li> <li>The bus was late</li> </ul> <p>(boxes 1 and 4 ticked)</p> <p>3 or 4 boxes ticked = 0 marks awarded</p>	2	
	(c)		<ul style="list-style-type: none"> <li><u>Always/very/really</u> polite</li> <li><u>Likes/enjoys</u> working with people/the public</li> <li>Someone you can (always) count/rely on</li> </ul> <p>(Any 2 from 3)</p>	2	He is good at talking to/working with/works well with people/the public
	(d)		<ul style="list-style-type: none"> <li>Why he wants <u>the</u> job/to work <u>there</u>/a job <u>there</u></li> <li>What are his <u>favourite/preferred</u> leisure/free/spare time activities/hobbies/pastimes What are his <u>favourite/preferred</u> things to do in his free/spare time</li> <li>What he <u>wants</u> to do in the future/what he's <u>going to</u> do in the future</li> </ul> <p>(Any 2 from 3)</p>	2	<p>Why he wants <u>a</u> job Why he wants to work</p> <p>What he likes to do in his free/spare time</p> <p>Where he sees himself in the future</p>

Question			Expected response(s)	Max mark	Unacceptable answers
	(e)		<ul style="list-style-type: none"> <li>• Answer/respond to the phone</li> <li>• Take/make reservations/bookings/book (people in for) appointments</li> <li>• Wash/clean hair</li> </ul> <p>(Any 2 from 3)</p>	2	Phone people Welcome customers  Clean up hair Cut hair Dye hair
	(f)		<ul style="list-style-type: none"> <li>• 15</li> </ul>	1	Any wrong number
	(g)		<ul style="list-style-type: none"> <li>• To go/going out/(a) night(s) out/outing(s)</li> <li>• <u>Buy/get/spend it on</u> clothes</li> <li>• <u>Save</u> (up) (a bit/some)</li> </ul> <p>(Any 2 from 3)</p>	2	Clothes  Economise

[END OF MARKING INSTRUCTIONS]