

2014 French Listening National 5 Finalised Marking Instructions

© Scottish Qualifications Authority 2014

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

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 utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (d) The Marking Instructions indicate the essential idea that a candidate should provide for each answer.
- (e) The answers for each question must come from the item.
- (f) The assessment of overall purpose is always a supported question (for example, a grid) in Item 1.
- (g) 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.

Question)	Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)		 Good/nice atmosphere/ambiance. Regular customer(s)/client(s). OR customer(s)/client(s) come(s) back (all the time) Never/not boring. (2 from 3) 	2	Good restaurant Nice environment
	(b)		 Lives (in a village/town) (quite) far away/doesn't live close/near. No/not a lot of (public/other) transport/any specific public transport. (1 from 2) 	1	She doesn't need to use public transport She doesn't have her own transport
	(c)	(i)	Serving <u>drink(s)/refreshment(s)/taking drinks orders.</u>	1	
		(ii)	 Help/aid/assist/work in the kitchen. Clear/clean/tidy (away) tables. (1 from 2) 	1	Any specific role on its own is incorrect Eg works as a cook
	(d)		 The customers are generous. Customers leave (good) tips/she gets (good) tips. (she) can eat (for free/at work/at the restaurant/there)/she gets food/to eat/she is allowed her meals (accept any specific meal). (2 from 3) 	2	She can go there for meals

Question	Expected Answer(s)	Max Mark	Unacceptable Answers
(e)	She loves it, but it is busy and tiring.	1	
	Third box ticked. NB More than one box ticked = 0 marks		
		Ω	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers		
2.	(a)		•	Twice/two/2 (evenings/nights/times/days/shifts).	1	Wrong number
	(b)		•	Same/similar age. (She has/they have) (a lot of) things in common/ similar/same interest(s)/she likes/they like the same thing(s). (she likes to/can) go out with them/(they like to/ can) go out together. (2 from 3)	2	
	(c)	(i)	•	Her friend(s) met up/used to hang out (at the café)/went (to the café) without her/she used to go to a café with her friend(s). OR She didn't have (enough) time for(her) friend(s)/couldn't/found it difficult to go out with/hang out with/see/meet/hardly saw her friend(s).	1	
		(ii)	•	They meet/she goes/hangs out (with them/friends)/sees them/friends (on/every) Friday (evening). They have a party/go partying/go to parties/have a good time/enjoy themselves.	2	Any (additional) wrong day negates the point for the answer Nothing too specific eg 'clubs' on its own

Question	Expected Answer(s)	Max Mark	Unacceptable Answers
(d)	 Organises herself/is (more) organised/organises her time. (does it/homework) on a <u>Sunday</u>. Doesn't spend hours/ages/all her/all the time in front of the television. OR Spends less/not as much time in front of the TV (like/as before). (2 from 3) 	2	Does not watch TV
(e)	 Has learnt to manage her time. (more) confident (speaking/working) with people (she doesn't know)/the public. Become more responsible/take on more responsibility. (2 from 3) 	2	
(f)	 Not sure/doesn't know (yet). Look for/find a (full-time/another/a new) job. (spend a year) travelling in/around/to/through Europe. (2 from 3) 	2	Part-time job
		12	

[END OF MARKING INSTRUCTIONS]