

# 2015 French

## National 5 Reading

### **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 <u>always</u> 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.

### **Detailed Marking Instructions for each Question - Reading**

Que	stion	E	Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)	•	<ul><li>(her) clothes (any spelling)/garments</li><li>A trip/a holiday/journey/travelling</li><li>NB: Clothes and holiday interchangeable</li></ul>	2	Specific item of clothing eg dress
	(b)	•	asked her <u>mum's friend/a friend of her mum</u> (who has a shop)  Called/phoned/asked/spoke to the (boss) of a (big)	2	Asked her <u>friend's mum</u> Saw a job in a magazine Worked in her mum's shop Applied to a big company
			company		Called an enterprise Begged a man in a company
	(c)	•	To wait/come back/return in two/three years. (Both numbers do not need to be mentioned)/come back in a couple of years/when she is 17/18.	1	Come back later/when older Try next year Come back when she is 16
	(d)	•	zamig me concernencia	2	Not allowed/can't work in school holidays
			<ul> <li>(Only if) the school holiday lasts two weeks/15 days/14 days (or more).</li> </ul>		Work usually 15 days or more.
		•	Cannot/can't/not allowed to work more than five hours a day/daily/in the daytime OR can only work five hours a day/daily/in the daytime etc.		
		(	(Any 2 from 3)		

Ques	Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(e)		<ul> <li>Do/help with housework/cleaning/household chores/chores for an old(er)/elderly person</li> <li>Give (individual/particular/private) lessons/courses /tutoring to(younger) pupil(s)/student(s)/children/help younger people with school work/tutor/teach younger people</li> </ul>	3	Help old people Help old people do their cooking/with their shopping and bags Do house work Look after young children
			Mow/cut the lawn/garden/grass		Do the gardening Clean the garden
				10	

Que	stion	Expected Answer(s)	Max Mark	Unacceptable Answers
2.	(a)	The Internet is an essential tool at work (second box ticked)	1	More than one box ticked =0
	(b)	Do/helps with research/investigations	2	Find out information Do essays Can search Help pupils/students do homework
		communicate with people/students <u>from around/all over/across the world/abroad/everywhere/anywhere</u>		Communicate with/speak to people
		<ul> <li>learn computer skills/learn computing</li> <li>(Any 2 from 3)</li> </ul>		
	(c)	The child/the student/the pupil can find help/information /do it (himself/on his own/instead of asking parents) OR they/he/she can find information/help themselves/himself/on their own	1	Has information for essays (does not relate sufficiently to question)
		The parent/they can get/give/find <u>information</u> for/to inform the child  (Any 1 from 2)		Parents help the child to find information Parents help with homework Lets parents have the chance to help their children They/the parents can access a lot of information (with no mention of the child)

Que	Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(d)	(i)	<ul> <li>You can lose (any recognisable spelling) contact/ touch with reality/real world</li> <li>You read less/fewer books</li> <li>(Any 1 from 2)</li> </ul>	1	
		(ii)	(Stay at home) to chat/discuss/talk/speak with virtual friends/virtually/on the computer/internet/online.	1	Speak with friends To be (at home) with virtual friends/ on the computer/online (no mention of talking/discussing)
		(iii)	Do not <u>believe</u> everything (you read/see/someone says/writes) (on the internet) OR Not everything (you read) (on the internet) <u>is true/correct</u> .	1	People are not who they say they are You need to be careful about what you are reading
	(e)		There are not enough computer(s) (in each classroom/room/class).	2	Classrooms don't all have computers There are no computers/there aren't many computers There aren't enough in the classroom
			The computer/system/network/data system/IT (often) does not work/breaks down		The computers are a pain
			Difficult/hard to <u>access/reach/get on to/find</u> (interesting/web/some) sites/some sites are not <u>accessible</u> .		Some sites are unsuitable/bad Websites which are interested in school Hard to find sites which interest pupils
			(Any 2 from 3)		

Que	Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(f)		<ul> <li>The Internet can support learning when and where appropriate</li> <li>(third box ticked)</li> </ul>	1	More than one box ticked =0
				10	

Que	Question		Expected Answer(s)		Max Mark	Unacceptable Answers
3.	(a)		•	Perfect apples	1	Potatoes
	(b)	(i)	•	(They have to make/pick/choose) a strict selection (process)/select strictly/strictly select	1	Inspect the produce strictly Make sure the food is fresh
		(ii)	•	Fruit (and ) vegetables/produce with (the slightest) things wrong/problems/defects/flaws/with a bit of damage /which are off/not perfect/which aren't up to standard/scratch/ good enough go in the bin/get thrown away/wasted.	1	They are thrown away/go in the bin A lot of food wasted They throw out 20% of the food we buy (answer in wrong location).
	(c)		•	Buy more than they eat/need/consume/buy too much food/produce/products  (In France) 20% of food is thrown away/wasted/put in the bin  NB: We buy more than we eat by 20% = 2 marks	2	We buy more food (no indication of excess)
	(d)		•	Money used in food/fruit and veg <u>production</u> is wasted/Money we use <u>to produce</u> food/fruit and veg is wasted  Waste/scrap has to be treated/dealt with/processed/necessary to treat/process waste/recycled	2	You/We are wasting money on food you/we are not eating Money is being wasted Money spent on products is wasted
			•	Recycling uses/requires/needs/demands (a lot of) energy		We are using more energy
			(A	ny 2 from 3)		

Question	Expected Answer(s)	Max Mark	Unacceptable Answers
(e)	<ul> <li>(Make/have/use/write) a shopping list/a list of shopping</li> </ul>	3	List of meals
	<ul> <li>(Only) buy/get/purchase the right quantity/amount/produce/food/stuff needed/necessary/required OR Don't buy unnecessary/too many products/more than you need.</li> <li>(You can) freeze leftovers/scraps/food that's left/the rest/what you don't eat (in the fridge)</li> </ul>		Keep food in the fridge Put less stuff in the fridge and use the freezer more Keep food frozen instead of in the fridge Always freeze/put in the freezer (no mention of leftovers) Keep leftovers to have at a later date
		10	

[END OF MARKING INSTRUCTIONS]