



National  
Qualifications  
2024

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**2024 French**

**Listening**

**National 5**

## **Question Paper Finalised Marking Instructions**

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## 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) 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) 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) There are a number of 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.
- (g) 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(s)	Max mark	Additional guidance
					<b>Do not accept:</b>
1.	(a)		<ul style="list-style-type: none"> <li>near the train station [box 3]</li> </ul>	1	more than one boxed ticked = zero marks
	(b)		<ul style="list-style-type: none"> <li>one/a week/seven days</li> </ul>	1	
	(c)		<ul style="list-style-type: none"> <li>listening</li> <li>pronunciation</li> </ul> <p><b>Any 1 from 2</b></p>	1	
	(d)		<ul style="list-style-type: none"> <li>speak/talk/chat to the (other) students/pupils/class mates/peers/people/others</li> </ul>	1	<p>speak to friends/teachers/colleagues</p> <p>meet other students</p>
	(e)		<ul style="list-style-type: none"> <li>guided tour/visit (of Toulouse)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>visit/tour of (attractions/sights) <b>Toulouse/the town/the city</b></li> <li>a walk along/at/by/beside/near/next to/on the side of the river</li> </ul> <p><b>Any 1 from 2</b></p>	1	<p>visit (on its own)</p> <p>visit guidée</p> <p>visit guides</p> <p>visit the region/area/the Toulouse museum /church</p> <p>walk (on its own)</p> <p>going to the river</p> <p>walk along the riviera/on the promenade/at the seaside</p>

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
	(f)		<ul style="list-style-type: none"> <li>have a cookery/cuisine/food <b>lesson/class/course</b></li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>(learn to) cook/make food</li> <li>taste/try/eat/have/enjoy specialities/ food/delicacies/dishes <b>of the region/of Toulouse/of the city/area</b></li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>taste/try/eat/have/enjoy <b>local</b> specialities/food/delicacies/dishes</li> </ul>	2	taste specialities of/from France/food from another region/other regions taste special/unique/traditional/cultural food/dishes from another culture  learn about specialities of the region
	(g)		<ul style="list-style-type: none"> <li>discover/see/visit/learn about/explore/go to (a) <b>new/different</b> town(s)/city(ies)/place(s)/location(s)</li> <li>relax/rest/unwind</li> </ul> <b>Any 1 from 2</b>	1	new/different village/country/region/different town (on its own)

Question			Expected response(s)	Max mark	Additional guidance
					<b>Do not accept:</b>
2.	(a)		<ul style="list-style-type: none"> <li>• (has a) presentation (to do)/has to present (for the university/faculty)</li> <li>• speak/talk/speech about her experience/how she got on/about Scotland (as a French assistant)</li> </ul> <p><b>Any 1 from 2</b></p>	1	<p>presentation to do for her job/for teachers/school staff</p> <p>presentation is bad</p>
	(b)		<ul style="list-style-type: none"> <li>• after the/her holidays/vacation</li> <li>• (in) March</li> </ul>	2	<p>ignore season</p> <p>start/middle/end of march</p> <p>any specific date</p>
	(c)		<ul style="list-style-type: none"> <li>• she didn't have a lot of/much/any money/she had no money</li> <li>• <b>first time</b> (away) on her own/without her parents</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• never/hasn't travelled alone/on her own</li> </ul> <p><b>Any 1 from 2</b></p>	1	<p>away on her own/without her parents</p> <p>scared to go without her parents</p> <p>she had to go alone without her parents</p>

Question			Expected response(s)	Max mark	Additional guidance
					<b>Do not accept:</b>
	(d)		<ul style="list-style-type: none"> <li>• (his) house/it was 5 minutes from the school/away/from work</li> <li>• (could) walk/go on foot to the school/there</li> <li>• got on (well)/close with his/the daughter/girl/child/kid</li> </ul> <b>Any 2 from 3</b>	2	any wrong number  got on well with the son/teacher/family/children
	(e)		<ul style="list-style-type: none"> <li>• she played/let them hear/listen to French songs/music</li> <li>• she spoke (to them) about France</li> <li>• she/they prepared/made/cooked/gave/had a French breakfast (for them)</li> </ul> <b>Any 2 from 3</b>	2	sang French songs  she/they spoke (in) French she taught them French  French lunch/dinner/meal/food breakfast (on its own)
	(f)		<ul style="list-style-type: none"> <li>• (had) a party/celebration (for her)</li> <li>• bought/gave (her) <b>favourite</b> flower(s)</li> <li>• bought/gave (her) (a) book(s) (on the history of Great Britain)</li> </ul> <b>Any 2 from 3</b>	2	ignore surprise  a book of/about flowers read her a book/story

Question			Expected response(s)	Max mark	Additional guidance
					<b>Do not accept:</b>
	(g)		<ul style="list-style-type: none"> <li>teachers decorate (class)rooms/classes (for Christmas/Eid/holidays)/the (class)rooms/classes are/get decorated</li> <li>(every/all) pupil(s)/student(s) had/have/got (their own) tablet(s)/computer(s)/iPad(s)/device(s)</li> </ul>	2	ignore Easter or any other wrong specific  some/many pupils had their own tablets/more students have a tablet/schools have tablets/they use/used tablets/pupils have a tablet <b>in France</b>

[END OF MARKING INSTRUCTIONS]