

FOR OFFICIAL USE



National
Qualifications
SPECIMEN ONLY

Mark

SQ16/N5/01

**French
Reading and Writing**

Date — Not applicable

Duration — 1 hour and 30 minutes



Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Number of seat

Date of birth

Day

Month

Year

Scottish candidate number

Total marks — 50

SECTION 1 — READING — 30 marks

Read all THREE texts and attempt all questions.

SECTION 2 — WRITING — 20 marks

Write your answer in the space provided on Pages nine and ten.

When you are told to do so, open your paper and write your answers clearly, in English, in the spaces provided.

Use blue or black ink.

You may use a French dictionary.

Before leaving the examination room you must give this booklet to the Invigilator.
If you do not, you may lose all the marks for this paper.



Text 1

While in France, you read an article about two young French people who have very different hobbies.

Eric, 15 ans, Musicien

J'ai commencé à être passionné par la musique quand j'ai découvert des disques que mon père écoutait quand il était jeune.

Maintenant je suis le chanteur dans un groupe. Ma mère n'est pas très contente car à cause de ma musique je n'ai plus de temps de consacrer à mes études ou aux tâches ménagères.



Mon ami Jamel est très doué car non seulement il joue de la batterie dans le groupe mais il écrit aussi toutes nos chansons.

Un jour mon groupe espère devenir célèbre et faire des concerts partout dans le monde.

Marielle, 15 ans, Cycliste

J'ai commencé à faire du cyclisme il y a sept ans.

Faire du cyclisme me plaît beaucoup mais je dois faire des sacrifices. Je m'entraîne plusieurs fois par semaine et je ne sors que très rarement. Et ma vie de tous les jours a vraiment changé aussi. Par exemple, il faut que je me couche de bonne heure et bien sûr il faut absolument que j'évite la nourriture grasse.



Je fréquente une école de sport que j'adore car elle est très bien équipée et les entraîneurs savent nous pousser au maximum de nos capacités.

Mon but est de gagner une médaille d'or pour la France.

Questions

Eric

- (a) When did Eric's passion for music start?

1



Text 1 Questions (continued)

MARKS

DO NOT
WRITE IN
THIS
MARGIN

- (b) Why is his mother not very happy? Mention any **one** thing.

1

- (c) What does Eric say about his friend Jamal? Tick (✓) the **two** correct boxes.

2

He is talented	
He is the youngest member of the group	
He is the singer of the group	
He writes the songs	

- (d) What does Eric's group hope will happen one day? Mention any **one** thing.

1

Marielle

- (e) What sacrifices does Marielle have to make for her cycling? Mention any **one** thing.

1

- (f) Marielle says her daily routine has also changed. Mention any **one** example she gives of this.

1

- (g) Why does she love the school of sport she goes to?

2

- (h) What is her aim?

1

Total marks 10



Text 2

You read the following article about Patrick's first visit to Morocco with his family.

Quel séjour magnifique au Maroc!



C'était notre première visite au Maroc et nous avons décidé de loger dans une maison traditionnelle - "un riad". Il était spacieux et j'avais ma propre chambre avec un grand lit, qui donnait sur une cour intérieure. Le riad était bien situé dans la vieille ville et donc tout se trouvait à pas plus de cinq minutes à pied de chez nous. On passait nos journées à se balader dans des rues étroites, à déguster la cuisine marocaine et à acheter des cadeaux aux marchés.

Un jour nous avons été invités chez un ami qui vit au Maroc. C'était intéressant de voir les différences culturelles. Par exemple:

- On devait enlever nos chaussures avant de rentrer dans la maison.
- On a tous diné assis par terre autour d'un grand plat et il fallait manger seulement avec la main droite.

Il a fait vraiment chaud pendant presque tout notre séjour. Pour éviter une **insolation** on gardait notre peau couverte au soleil. On se mettait aussi à l'ombre entre midi et quatre heures et on buvait beaucoup de thé à la menthe.

Par contre pendant les deux derniers jours au Maroc le temps est devenu orageux et il a plu pendant toute une journée.

Malgré cela, nous avons passé des vacances inoubliables.

Glossary

un riad - traditional Moroccan house

une insolation - sunstroke



Questions

MARKS

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- (a) The family stayed in a *riad*. What does he say about it? Tick (✓) the **two** correct boxes.

2

It was quite small	
His room was clean	
He had a double bed	
He had a big room	
He had a view of the courtyard	

- (b) The *riad* was in a good location. What does Patrick say about this? Mention any **one** thing.

1

- (c) How did Patrick's family spend their days? Mention any **two** things.

2

- (d) They were invited to a friend's house. Mention any **two** cultural differences Patrick found interesting.

2

- (e) Patrick says it was very hot. What did they do to avoid getting sunstroke? Mention any **two** things.

2

- (f) What happened during their last two days in Morocco? Mention any **one** thing.

1

Total marks 10



Text 3

You read the following article about a type of school in Marseilles, un lycée professionnel.

Trouver son premier emploi n'est jamais simple. Il est parfois difficile de persuader un employeur d'embaucher des jeunes, surtout si leur expérience professionnelle est limitée ou s'ils n'ont pas assez de qualifications.



Un Lycée Professionnel à Marseille essaie de résoudre ce problème. Le directeur

explique; « nous offrons un programme où les élèves travaillent chaque matin dans une entreprise et l'après-midi ils ont des cours au lycée. »

Elena est élève dans ce lycée et elle donne son avis sur ce programme. « Moi, je fréquente cette école depuis quinze mois. A mon avis c'est une très bonne façon d'apprendre. Les profs nous traitent comme des adultes, on acquiert plus de confiance en soi et en plus on gagne un peu d'argent pour payer les sorties. Le seul inconvénient est que je dois utiliser les transports en commun car l'entreprise se trouve loin de chez moi. »

Ce genre de programme est aussi très avantageux pour les employeurs car ils savent que l'élève a déjà suivi une bonne formation et qu'il sait travailler en équipe.

Questions

- (a) Why is it sometimes difficult to persuade an employer to employ young people? 2

- (b) What programme does the Lycée Professionel offer to its pupils? Complete the sentence. 2

In the morning the pupils _____ and in

the afternoon they _____.



Text 3 Questions (continued)

MARKS

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(c) (i) How long has Elena been at the school?

1

(ii) Why does she think it is a good way to learn? Mention any **two** things.

2

(d) What is the only disadvantage she says there is?

1

(e) What are the advantages of this type of programme for employers? Mention any **one** thing.

1

(f) What is the main aim of this type of school? Tick (✓) the correct box.

1

To help students gain more qualifications	
To combine studies and work experience	
To pay students to go to school	

Total marks 10



* S Q 1 6 N 5 0 1 0 7 *

SECTION 2 — WRITING — 20 marks

You are preparing an application for the job advertised below and you write an e-mail in French to the company.

Café Georges au centre de Bruxelles cherche serveur/serveuse.

Vous devez être motivé et dynamique et savoir parler le français et l'anglais.

Pour plus de détails ou si ce poste vous intéresse contactez Mme Georges à l'adresse suivante cafegeorges@fsnet.fr.com.

To help you to write your e-mail, you have been given the following checklist of information to give about yourself and to ask about the job.

You must include all of these points:

- Personal details (name, age, where you live)
- School/college/education experience until now
- Skills/interests you have which make you right for the job
- Related work experience
- When you will be available for interview and to work
- Your experience of working with the public

Use all of the above to help you write the e-mail in French. The e-mail should be approximately 120–150 words. You may use a French dictionary.



ANSWER SPACE FOR SECTION 2

MARKS

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* S Q 1 6 N 5 0 1 0 9 *

ANSWER SPACE FOR SECTION 2 (continued)

MARKS

DO NOT
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[END OF SPECIMEN QUESTION PAPER]



* S Q 1 6 N 5 0 1 1 0 *



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Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Specimen Question Paper.

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Part One: 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 specific Marking Instructions for each question. The marking schemes are written to assist in determining the 'minimal acceptable answer' rather than listing every possible correct and incorrect answer.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the specific Marking Instructions for the relevant question.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) Award a mark to each answer. Marks are not transferable between questions.
- (d) For live Reading Marking Instructions, there will be a process of illustrating other acceptable answers.

Part Two: Marking Instructions: Section 1 — Reading

Text 1

Question		Expected response	Max mark	Additional guidance
1	a	<ul style="list-style-type: none"> When he discovered the records <u>his dad</u> listened to when he was younger 	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.
1	b	<ul style="list-style-type: none"> No time for studies No time for household tasks <p><i>One mark for one of these points</i></p>	1	
1	c	<ul style="list-style-type: none"> He is talented He writes the songs 	2	
1	d	<ul style="list-style-type: none"> Become famous Do concerts all <u>over the world</u>. <p><i>One mark for one of these points</i></p>	1	
1	e	<ul style="list-style-type: none"> She has to train <u>several times a week</u> She hardly goes out/she rarely goes out <p><i>One mark for one of these points</i></p>	1	
1	f	<ul style="list-style-type: none"> She has to go to bed early Not allowed to eat fatty foods <p><i>One mark for one of these points</i></p>	1	
1	g	<ul style="list-style-type: none"> It is well equipped Coaches know how to push them to their maximum 	2	
1	h	<ul style="list-style-type: none"> To win a <u>gold</u> medal for France 	1	

Text 2

Question		Expected response	Max mark	Additional guidance
2	a	<ul style="list-style-type: none"> • He had a double bed • He had a view of the courtyard 	2	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.
2	b	<ul style="list-style-type: none"> • in the old town • Everything was no more than five minutes' walk away <p><i>One mark for one of these points</i></p>	1	
2	c	<ul style="list-style-type: none"> • walked through the narrow streets • Tried Moroccan cuisine/food • Bought presents from the markets <p><i>One mark each for up to two of these points</i></p>	2	
2	d	<ul style="list-style-type: none"> • had to take shoes off (before going into the house) • Ate on the floor around a big dish • Only eat with their right hand <p><i>One mark each for up to two of these points</i></p>	2	
2	e	<ul style="list-style-type: none"> • Kept the skin covered • Stayed in the shade between midday and 4 pm • Drank lots of mint tea <p><i>One mark each for up to two of these points</i></p>	2	
2	f	<ul style="list-style-type: none"> • It became stormy • It rained for a whole day <p><i>One mark for one of these points</i></p>	1	

Text 3

Question			Expected response	Max mark	Additional guidance
3	a		<ul style="list-style-type: none"> • They have <u>little/limited</u> (professional) experience • <u>not enough</u> qualifications 	2	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.
3	b		<ul style="list-style-type: none"> • <u>work in a business</u> • <u>do lessons/classes/study at their school</u> 	2	
3	c	i	<ul style="list-style-type: none"> • for 15 months 	1	
3	c	ii	<ul style="list-style-type: none"> • The teachers treat them as adults • They gain (more) confidence • They earn (a bit of) money (to pay for going out). <p><i>One mark each for up to two of these points</i></p>	2	
3	d		<ul style="list-style-type: none"> • (as workplace far away from home) She has to take public transport 	1	
3	e		<ul style="list-style-type: none"> • That the young person has had a good training programme/ apprenticeship • That the young person can work in a team <p><i>One mark for one of these points</i></p>	1	
3	f		<ul style="list-style-type: none"> • To combine studies and work experience 	1	

Part Three: General Marking Principles for National 5 French Writing

Task: E-mail application for a job in this country or abroad, including information specified in six bullet points.

Assessment process:

Candidates will write a piece of extended writing in the modern language by addressing six bullet points. These bullet points will follow on from a job-related scenario. The bullet points will cover the four contexts of society, learning, employability and culture to allow candidates to use and adapt learned material. The first four bullet points will be the same each year and the last two will change to suit the scenario. Candidates need to address these ‘unpredictable bullet points’ in detail to access the full range of marks.

With reference to *Content*, *Accuracy* and *Language resource*, assess the overall quality of the candidate’s response and allocate it to a pegged mark. It is important to assess how candidates have addressed bullet points and detail in relation to this as highlighted in bold in *Content*.

Category	Mark	Content	Accuracy	Language resource — variety, range, structures
Very good	20	<p>The job advert has been addressed in a full and balanced way. The candidate uses detailed language.</p> <p>The candidate addresses the advert completely and competently, including information in response to both unpredictable bullet points.</p> <p>A range of verbs/ verb forms, tenses and constructions is used.</p> <p>Overall this comes over as a competent, well thought-out and serious application for the job.</p>	<p>The candidate handles all aspects of grammar and spelling accurately, although the language may contain one or two minor errors.</p> <p>Where the candidate attempts to use language more appropriate to Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression.</p>	<p>The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence.</p> <p>Some modal verbs and infinitives may be used.</p> <p>There is good use of adjectives, adverbs and prepositional phrases and, where appropriate, word order. There may be a range of tenses.</p> <p>The candidate uses co-ordinating conjunctions and/or subordinate clauses where appropriate.</p> <p>The language of the e-mail flows well.</p>

Category	Mark	Content	Accuracy	Language resource — variety, range, structures
Good	16	<p>The job advert has been addressed competently.</p> <p>There is less evidence of detailed language.</p> <p>The candidate uses a reasonable range of verbs/verb forms.</p> <p>Overall, the candidate has produced a genuine, reasonably accurate attempt at applying for the specific job, even though he/she may not address one of the unpredictable bullet points.</p>	<p>The candidate handles a range of verbs fairly accurately.</p> <p>There are some errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure, where appropriate.</p> <p>Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately.</p> <p>There may be one or two examples of inaccurate dictionary use, especially in the unpredictable bullet points.</p>	<p>There may be repetition of verbs.</p> <p>There may be examples of listing, in particular when referring to school/college experience, without further amplification.</p> <p>There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences.</p> <p>The candidate keeps to more basic vocabulary, particularly in response to either or both unpredictable bullet points.</p>
Satisfactory	12	<p>The job advert has been addressed fairly competently.</p> <p>The candidate makes limited use of detailed language.</p> <p>The language is fairly repetitive and uses a limited range of verbs and fixed phrases, eg <i>I like, I go, I play.</i></p>	<p>The verbs are generally correct, but may be repetitive.</p> <p>There are quite a few errors in other parts of speech – gender of nouns, cases, singular/ plural confusion, for instance.</p> <p>Prepositions may be missing, eg <i>I go the town.</i></p>	<p>The candidate copes with the first and third person of a few verbs, where appropriate.</p> <p>A limited range of verbs is used.</p> <p>Sentences are basic and mainly brief.</p> <p>There is minimal use of adjectives, probably mainly after <i>is</i> eg <i>Chemistry is interesting.</i></p>

Category	Mark	Content	Accuracy	Language resource — variety, range, structures
		<p>The candidate copes fairly well with areas of personal details, education, skills, interests and work experience but does not deal fully with the two unpredictable bullet points and indeed may not address either or both of the unpredictable bullet points.</p> <p>On balance however the candidate has produced a satisfactory job application in the specific language.</p>	<p>Overall, there is more correct than incorrect.</p>	<p>The candidate has a weak knowledge of plurals.</p> <p>There may be several spelling errors, eg reversal of vowel combinations.</p>
Unsatisfactory	8	<p>The job advert has been addressed in an uneven manner and/or with insufficient use of detailed language.</p> <p>The language is repetitive, eg <i>I like, I go, I play</i> may feature several times.</p> <p>There may be little difference between Satisfactory and Unsatisfactory.</p> <p>Either or both of the unpredictable bullet points may not have been addressed.</p> <p>There may be one sentence which is not intelligible to a sympathetic native speaker.</p>	<p>Ability to form tenses is inconsistent.</p> <p>There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion, for instance.</p> <p>Several errors are serious, perhaps showing mother tongue interference.</p> <p>The detail in the unpredictable bullet points may be very weak.</p> <p>Overall, there is more incorrect than correct.</p>	<p>The candidate copes mainly only with the personal language required in bullet points 1 and 2.</p> <p>The verbs “is” and “study” may also be used correctly.</p> <p>Sentences are basic.</p> <p>An English word may appear in the writing.</p> <p>There may be an example of serious dictionary misuse.</p>

Category	Mark	Content	Accuracy	Language resource — variety, range, structures
Poor	4	<p>The candidate has had considerable difficulty in addressing the job advert. There is little evidence of the use of detailed language.</p> <p>Three or four sentences may not be understood by a sympathetic native speaker.</p> <p>Either or both of the unpredictable bullet points may not have been addressed.</p>	<p>Many of the verbs are incorrect.</p> <p>There are many errors in other parts of speech — personal pronouns, gender of nouns, cases, singular/ plural confusion, prepositions, for instance.</p> <p>The language is probably inaccurate throughout the writing.</p>	<p>The candidate cannot cope with more than one or two basic verbs.</p> <p>The candidate displays almost no knowledge of the present tense of verbs.</p> <p>Verbs used more than once may be written differently on each occasion.</p> <p>Sentences are very short.</p> <p>The candidate has a very limited vocabulary.</p> <p>Several English words may appear in the writing.</p> <p>There are examples of serious dictionary misuse.</p>
Very poor	0	<p>The candidate is unable to address the job advert.</p> <p>The two unpredictable bullet points may not have been addressed.</p> <p>Very little is intelligible to a sympathetic native speaker.</p>	<p>Virtually nothing is correct.</p>	<p>The candidate may only cope with the verbs <i>to have</i> and <i>to be</i>.</p> <p>Very few words are written correctly in the modern language.</p> <p>English words are used.</p> <p>There may be several examples of mother tongue interference.</p> <p>There may be several examples of serious dictionary misuse.</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]