



National
Qualifications
2015

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 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) Award a mark to each answer. Marks are not transferable between questions.

Detailed Marking Instructions for each Question - Reading

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)	(her) clothes (any spelling)/garments - A trip/a holiday/journey/travelling NB: Clothes and holiday interchangeable	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) company	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 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)	- During the school holidays (Only if) the school holiday lasts two weeks/15 days/14 days (or more). <u>Cannot/can't/not allowed to</u> work <u>more than</u> five hours <u>a day/daily/in the daytime</u> OR <u>can only</u> work five hours <u>a day/daily/in the daytime etc.</u> (Any 2 from 3)	2	Not allowed/can't work in school holidays Work usually 15 days or more.

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

Question			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 - communicate with people/students <u>from around/all over/across the world/abroad/anywhere/anywhere</u> - learn computer skills/learn computing (Any 2 from 3)	2	Find out information Do essays Can search Help pupils/students do homework Communicate with/speak to people
	(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 <u>themselves/himself/on their own</u> - The parent/they can get/give/find <u>information for/to inform the child</u> (Any 1 from 2)	1	Has information for essays (does not relate sufficiently to question) 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)

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
	(d)	(i)	- You can lose (any recognisable spelling) contact/ touch with reality/real world - You read less/fewer books (Any 1 from 2)	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 believe everything (you read/see/someone says/writes) (on the internet) OR Not everything (you read) (on the internet) is true/correct.	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). - The computer/system/network/data system/IT (often) does not work/breaks down - Difficult/hard to access/reach/get on to/find (interesting/web/some) sites/some sites are not accessible. (Any 2 from 3)	2	Classrooms don't all have computers There are no computers/there aren't many computers There aren't enough in the classroom The computers are a pain Some sites are unsuitable/bad Websites which are interested in school Hard to find sites which interest pupils

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

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) <u>things wrong/problems/defects/flaws/with a bit of damage /which are off/not perfect/which aren't up to standard/scratch/ good enough</u> 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 - Recycling uses/requires/needs/demands (a lot of) energy (Any 2 from 3)	2	You/We are wasting money on food you/we are not eating Money is being wasted Money spent on products is wasted We are using more energy

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(e)	• (Make/have/use/write) a shopping list/a list of shopping • (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. • (You can) freeze <u>leftovers/scraps/food that's left/the rest/what you don't eat</u> (in the fridge)	3	List of meals Buy as little as you can 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]