



National  
Qualifications  
2022

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**2022 French**

**Reading**

**National 5**

**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.
- (e) 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>7 years ago</li> </ul>	1	any wrong number/timeframe from 7 years old she was 7 for 7 year olds
	(b)		<ul style="list-style-type: none"> <li>(school) results/marks/grades have improved/increased/got better</li> <li>the pupils/students are <b>less/not as</b> tired/fatigued/stopped them being <b>as</b> tired (in the morning)</li> </ul> <p><b>Any 1 from 2</b></p>	1	improving in classwork less exercise  more tired (in the morning) no longer/not tired
	(c)	(i)	<ul style="list-style-type: none"> <li>spent hours (at home) on <b>spelling</b>/hours of <b>spelling</b> (homework)</li> </ul>	1	children better at spelling spent hours working together at home work well together in class spent hour/an hour
		(ii)	<ul style="list-style-type: none"> <li>they learn/do work on <b>the words/spelling</b> together/in class</li> </ul> <p><b>NB:</b> They learn it together/in class = 1 mark (if spelling has been mentioned in c (i))</p>	1	they all have equal opportunities they learn the words/spelling they learn in class/they learn together they read/write together in class children need more help attend class grades are improving

Question		Expected response(s)	Max mark	Additional guidance	
				<b>Do not accept:</b>	
	(d)	<ul style="list-style-type: none"> <li>cannot ask for/get/find help (from a teacher)/would struggle to get help <b>at home</b></li> <li>always help on hand/can get support <b>at school/from a teacher/on site</b></li> </ul> <p>NB: in the house they found the work difficult, couldn't ask teacher for help = 1 mark</p>	<b>2</b>	<p>can demand help from the teacher they would struggle at home they find homework hard/difficult they find it difficult to work at home at home always well supported cannot get help from a teacher</p> <p>always help from us they can support each other</p>	
	(e)	(i)	<ul style="list-style-type: none"> <li>it is essential/helps you to learn/for learning <b>better</b></li> </ul>	<b>1</b>	<p>you learn outside the school it is essential to learn/for learning better to learn from books learn essential skills helps pupils' comprehension it's essential for good learning it is the best way to learn</p>
		(ii)	<ul style="list-style-type: none"> <li>(reading/it is) entertaining/enjoyable/fun <b>and</b> educational/educative</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>to make education enjoyable/have fun while learning</li> </ul>	<b>1</b>	<p>you understand the story better more diverse education helps them to understand diversity</p>

Question		Expected response(s)	Max mark	Additional guidance
				<b>Do not accept:</b>
	(f)	<ul style="list-style-type: none"> <li>• (parents are worried that) their children will struggle/find it difficult/be worse at adapting/coping/won't adapt/cope/adapt/cope badly at <b>secondary/high school</b></li> <li>• homework is (still) compulsory/mandatory/obligatory/obligated/is not optional (in secondary school)/pupils have to do homework (in secondary school)</li> </ul> <p><b>NB:</b> Children will struggle at college as homework is compulsory at college = 1 mark.</p> <p><b>NB:</b> Homework is compulsory in secondary school so children will struggle = 2 marks</p>	<b>2</b>	<p>any mention of college/collage school on its own it won't prepare them for high school they won't get used to high school</p> <p>homework/it should be compulsory</p>

Question			Expected response(s)	Max mark	Additional guidance
					<b>Do not accept:</b>
2.	(a)	(i)	<ul style="list-style-type: none"> <li>• <b>every/each</b> (year in) May</li> </ul>	1	May every year
		(ii)	<ul style="list-style-type: none"> <li>• (allow) <b>neighbours</b> to get/come/spend time together/reunite/meet (up)/have a reunion</li> <li>• to share/take part in a meal(s) (together)/share food</li> <li>• have fun/a good time/enjoy yourself/have a laugh/it's enjoyable</li> </ul> <p><b>Any 2 from 3</b></p>	2	raise awareness to gather around people to become closer to your neighbours to meet people/friends  eat food (no mention of sharing)  amuse people it's very amusing

Question		Expected response(s)	Max mark	Additional guidance
				<b>Do not accept:</b>
	(b)	<ul style="list-style-type: none"> <li>• download/print flyers/posters/leaflets</li> <li>• distribute/hand out/give out flyers/posters/leaflet in your street</li> <li>• hold it/the feast/the fete in a communal/public/shared <b>area/part</b> (of the building)</li> <li>• think about/control noise/keep noise to minimum</li> <li>• don't disturb/disrupt/upset the neighbours/people (who are not participating)</li> </ul> <p>NB: Make sure the noise doesn't disturb the neighbours = 2 marks</p> <p><b>Any 3 from 5</b></p>	<b>3</b>	<p>upload create posters</p> <p>put posters up in your street advertise posters around your street</p> <p>communities/community building have it in the shared apartment block to have a good atmosphere</p> <p>get drinks/food</p> <p>make sure people are participating don't disturb those who are participating</p>
	(c)	<ul style="list-style-type: none"> <li>• only buy the <b>food</b> you need</li> <li>• sort/separate/recycle your rubbish/waste (after the party/feast/fete)</li> </ul> <p><b>Any 1 from 2</b></p>	<b>1</b>	<p>don't waste food avoid waste</p> <p>tidy up/clean up before/after the party sort/separate your rubbish <b>before</b> the party</p>

Question			Expected response(s)	Max mark	Additional guidance
					<b>Do not accept:</b>
	(d)	(i)	<ul style="list-style-type: none"> <li>he gets to stay up late [<b>Box 3</b>]</li> </ul>	1	more than one box ticked
		(ii)	<ul style="list-style-type: none"> <li>met <b>a lot of/many</b> children/ (young) kids</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>met <b>new</b> children/kids/children/kids <b>he didn't know</b></li> </ul> <ul style="list-style-type: none"> <li>tried/tasted (several)ate <b>new dishes/plates/food(s)/meals/</b> tasted <b>new</b> things</li> </ul>	2	<p>played with children infants got to meet new friends/new people many children were there (no mention of meeting)</p> <p>tried different dishes tried new things tried a new dish ate all the food decorated the street ate several plates of food</p>

Question			Expected response(s)	Max mark	Additional guidance
					<b>Do not accept:</b>
3.	(a)	<ul style="list-style-type: none"> <li>do you want to work abroad? [<b>Box 1</b>]</li> <li>do you want to get to know different places? [<b>Box 2</b>]</li> </ul>	2	any wrong box ticked more than 2 boxes ticked = 0 marks	
	(b)	<ul style="list-style-type: none"> <li>to (better) understand/learn about/comprehend/<b>other/another/different/new/the/their</b> culture(s)</li> <li>to manage/to sort things out on your <b>own/alone/by yourself</b></li> <li>to become/be <b>more</b> open(-minded)</li> </ul> <p><b>Any 2 from 3</b></p>	2	learn about culture see/discover another culture a better understanding of peoples' culture  live/be on your own  to become open manage a different mindset discover/develop an open spirit develop a social/open mind	
	(c)	<ul style="list-style-type: none"> <li>find a job/get employed <b>more</b> quickly/easier/faster</li> <li>(have a) higher/better salary/get paid <b>more</b></li> </ul> <p><b>Any 1 from 2</b></p>	1	better chances of employment to get a job/can get employment quickly employers will see you as smarter  to see different types of jobs move faster up in salary to get a high salary	
	(d)	(i)	<ul style="list-style-type: none"> <li>sales/shop assistant/worked in a (clothes) shop</li> </ul>	1	cashier or wrong job
		(ii)	<ul style="list-style-type: none"> <li>she improved her/got better at German/learned German better</li> <li>learn how to/she can manage (her) money/how to budget/to deal with money</li> </ul>	2	she learned other languages/German she improved her language skills she got a permit/licence to improve her German  any mention of silver get more experience it motivated her improved her money budget

Question			Expected response(s)	Max mark	Additional guidance
					<b>Do not accept:</b>
	(e)		<ul style="list-style-type: none"> <li>• (was used to/was in the habit of) getting up/rising/waking up <b>early</b>/she can get up/rise/wake up <b>early</b></li> <li>• easy/not difficult/helped to motivate her(self)/helped with her motivation/she is motivated</li> <li>• she is the best/first/top (in the class) at language(s)</li> </ul> <p><b>Any 2 from 3</b></p>	<b>2</b>	<p>raise/lift/stand up early leaving early in the morning in the habit of getting up in the morning/earlier</p> <p>she is not motivated living on her own</p> <p>she is the premier class/first class she is the first in class to speak</p>

[END OF MARKING INSTRUCTIONS]