

FOR OFFICIAL USE



National
Qualifications
SPECIMEN ONLY

Mark

SQ16/N5/02

**French
Listening**

Date — Not applicable

Duration — 25 minutes (approx)



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 — 20

When you are told to do so, open your paper.

You will hear two items in French. **Before you hear each item, you will have one minute to study the question.** You will hear each item three times, with an interval of one minute between playings. You will then have time to answer the questions about it before hearing the next item.

Write your answers clearly, **in English**, in the spaces provided.

You may take notes as you are listening to the French, but only in this booklet.

Use **blue** or **black** ink.

You may **NOT** use a French dictionary.

You are not allowed to leave the examination room until the end of the test.

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.



Item 1

Whilst in France you meet Sylvie. She talks about her job.

- (a) When did Sylvie find a job in Paris? 1

- (b) Why did she find life in Paris difficult at the beginning? Mention any **one** thing. 1

- (c) Mention any **one** reason she gives for loving her job. 1

- (d) Mention any **one** disadvantage she says there is about her job. 1

- (e) When she was young Sylvie often went on holiday to Spain. What did she always want to do when she was there? 1

- (f) Mention any **two** advantages Sylvie gives for learning a foreign language. 2

- (g) What does Sylvie mainly talk to you about? Tick the **one** correct box. 1

Her life in Paris	
Her free time and her friends	
Her love of languages	

Total marks 8



Item 2

Martin, a young French student, speaks to his friend Julie about his weekend and school life.

- (a) Martin has not had a good weekend. Why? Mention any **two** things. 2

- (b) What does he normally do at the weekend? Mention any **two** things. 2

- (c) Why is school Martin's priority at the moment? 1

- (d) Why is it sometimes hard for him to revise? 1

- (e) English is Martin's favourite subject.

- (i) What does he say about his English teacher? Mention any **one** thing. 1

- (ii) What else does he say about why he likes English? Mention any **one** thing. 1

- (f) (i) What were the differences between school life in England and France? Complete the sentence. 2

The lessons in England only lasted _____ and the teachers were _____ than in France.

- (ii) What did he not like about school in England? 1

- (g) Why does Martin want to find a part-time job? Mention any **one** thing. 1

[END OF SPECIMEN QUESTION PAPER]

Total marks 12





National
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SQ16/N5/12

**French
Listening Transcript**

Date — Not applicable

Duration — 25 minutes (approx)

This paper must not be seen by any candidate.

The material overleaf is provided for use in an emergency only (eg the recording or equipment proving faulty) or where permission has been given in advance by SQA for the material to be read to candidates with additional support needs. The material must be read exactly as printed.



* S Q 1 6 N 5 1 2 *

Transcript — National 5

Instructions to reader(s):

For each item, read the English **once**, then read the French **three times**, with an interval of 1 minute between the three readings. On completion of the third reading, pause for the length of time indicated in brackets after the item, to allow the candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, those sections marked **(f)** should be read by a female speaker and those marked **(m)** by a male; those sections marked **(t)** should be read by the teacher.

(t) Item number one.

Whilst in France you meet Sylvie. She talks about her job.

You now have one minute to study the question.

(f) Bonjour, je m'appelle Sylvie. J'adore les langues étrangères et donc j'enseigne l'espagnol et l'allemand.

Je viens d'un petit village dans le sud de la France mais il y a deux ans j'ai trouvé un poste dans une école internationale à Paris.

Au début c'était un peu difficile car je ne connaissais personne et je trouvais la vie en ville trop bruyante. D'ailleurs, pendant les premiers mois je rentrais à la maison tous les week-ends.

Maintenant tout va beaucoup mieux. J'ai beaucoup d'amis et je sors régulièrement.

De plus j'adore mon travail. Les élèves sont en générale très sympa et je m'entends très bien avec mes collègues. Par contre il y a des inconvénients. Le métier de prof peut être parfois très stressant et on a beaucoup de cahiers à corriger.

J'ai toujours voulu parler d'autres langues que le français. Quand j'étais plus jeune on passait souvent nos vacances en Espagne et j'avais toujours envie de communiquer avec les espagnols.

Il y a beaucoup d'avantages à savoir parler une langue étrangère. On devient plus tolérant envers d'autres cultures, on a plus de chances de trouver du travail et bien sûr, apprendre une langue est vraiment amusant.

(2 minutes)

(t) Item number two.

Martin, a young French student, speaks to his friend Julie about his weekend and school life.
You now have one minute to study the question.

(f) Bonjour Martin, ça va?

(m) Salut Julie, non je ne vais pas très bien. Je viens de passer un très mauvais week-end. D'abord vendredi soir j'ai dû faire les courses avec ma mère, samedi après-midi j'ai dû garder mon petit frère et puis dimanche j'ai passé toute la journée à faire mes devoirs. Le week-end dernier était vraiment nul.

(f) Que fais-tu normalement le week-end, Martin?

(m) Eh bien normalement, j'aime faire la grasse matinée, sortir en ville avec mes copains et j'adore promener mon chien. Mais en ce moment l'école est ma priorité.

(f) Pourquoi?

(m) Parce que je vais passer mes examens le mois prochain mais parfois c'est dur de réviser chez moi avec un petit frère énervant à la maison.

(f) Quelles matières fais-tu cette année?

(m) En tout j'en ai neuf mais ma matière préférée est l'anglais. Le prof est vraiment compréhensif et nous aide lorsqu'on a des difficultés.

De plus comme la lecture est ma passion, j'aime lire les classiques de la littérature anglaise. J'aime aussi apprendre des choses sur l'histoire britannique.

(f) Es-tu déjà allé en Angleterre?

(m) Oui quand j'avais 13 ans, j'ai fait un échange scolaire à Manchester. J'ai trouvé l'école bien différente de mon école en France. Ce que j'ai surtout aimé était que les cours ne duraient que 50 minutes et les profs étaient moins strictes qu'en France.

Par contre une chose que je n'ai pas aimé c'était que la pause déjeuner était trop courte. Mais à part ça je me suis bien amusé.

(f) Que veux-tu faire à l'avenir?

(m) Je ne sais pas encore. Mais après l'école je vais sûrement me trouver un petit boulot pour financer mes études et peut-être faire un voyage avec mes amis. On verra.

(f) Je te souhaite bonne chance avec tes examens et j'espère que le week-end prochain se passera mieux.

(m) Merci Julie et à bientôt.

(2 minutes)

(t) End of test.

Now look over your answers.

[END OF SPECIMEN TRANSCRIPT]



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Listening**

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 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 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) For live Listening Marking Instructions, there will be a process of illustrating other acceptable answers.
- (d) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (e) The Marking Instructions indicate the essential idea that a candidate should provide for each answer.
- (f) The answers for each question must come from the item.
- (g) The assessment of overall purpose is always a supported question (for example, a grid) in Item 1.
- (h) There are two or three 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.

Part Two: Marking Instructions for each Question

Item 1

Question		Expected response	Max mark	Additional guidance
1	a	<ul style="list-style-type: none"> Two years ago 	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.
1	b	<ul style="list-style-type: none"> She didn't know anyone She found it too noisy <p><i>One mark for one of these points</i></p>	1	
1	c	<ul style="list-style-type: none"> Pupils are nice She gets on with her colleagues <p><i>One mark for one of these points</i></p>	1	
1	d	<ul style="list-style-type: none"> Stressful a lot of jotters to correct <p><i>One mark for one of these points</i></p>	1	
1	e	<ul style="list-style-type: none"> Wanted to speak with the Spanish 	1	
1	f	<ul style="list-style-type: none"> Become more tolerant (towards other cultures) Better chance of finding work It's fun <p><i>One mark each for up to two of these points</i></p>	2	
1	g	<ul style="list-style-type: none"> Her love of languages 	1	

Item 2

Question			Expected response	Max mark	Additional guidance
2	a		<ul style="list-style-type: none"> • Had to go shopping with mum • Look after his (little) brother • Had a lot of homework <p><i>One mark each for up to two of these points</i></p>	2	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.
2	b		<ul style="list-style-type: none"> • Has a lie in • Goes to town with friends • Plays on computer <p><i>One mark each for up to two of these points</i></p>	2	
2	c		<ul style="list-style-type: none"> • Sitting his exams next month 	1	
2	d		<ul style="list-style-type: none"> • Annoying brother at home 	1	
2	e	i	<ul style="list-style-type: none"> • Teacher is understanding • Helps with difficulties <p><i>One mark for one of these points</i></p>	1	
2	e	ii	<ul style="list-style-type: none"> • He loves reading the classics in English/English literature • learning about British history <p><i>One mark for one of these points</i></p>	1	
2	f	i	<ul style="list-style-type: none"> • 50 minutes • less strict 	2	
2	f	ii	<ul style="list-style-type: none"> • Lunch break was too short 	1	
2	g		<ul style="list-style-type: none"> • To pay for his studies • Go on a trip with friends <p><i>One mark for one of these points</i></p>	1	

[END OF SPECIMEN MARKING INSTRUCTIONS]