



**HODDER
GIBSON**

Model Paper
WITH ANSWERS

National 5 French

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National
Qualifications
MODEL PAPER 1

French Reading

Duration — 1 hour and 30 minutes

Total marks — 30

SECTION 1 — READING — 30 marks

Read all THREE texts and attempt all questions.

Text 1

You find this article about a French family's way of going on holiday.

La famille Casse en vacances!

Nous avons un très grand jardin, que nous aimons tous. Avant, notre famille n'aimait pas partir en vacances parce qu'on avait toujours peur de laisser la maison vide et il n'y avait personne pour arroser le jardin ou les fleurs. Mais un jour, on a lu un article dans un magazine qu'il était possible de faire un échange de maison. On s'est tout de suite renseigné et nous avons trouvé que c'était assez simple de trouver des partenaires sur l'internet qui, eux aussi, cherchaient une maison pendant les vacances. Maintenant on part en vacances chaque année chez des gens, qui eux, viennent chez nous.

C'est idéal pour notre famille. On a tout le confort d'une maison et on est loin des touristes. On fait aussi la connaissance des autres familles qui vivent dans les alentours et donc nos deux enfants ne s'ennuient jamais.

De plus, ces vacances ne sont pas chères car il n'y a qu'un billet d'avion. Il y a aussi quelques euros de frais d'agences à payer, mais c'est tout. Le seul inconvénient est qu'on doit faire le ménage avant de partir!

Questions

- (a) Why did the Casse family not like going on holiday? Mention **two** things. 2

- (b) How did they find out about the possibility of doing a house exchange? 1

- (c) What did they then discover? Mention **two** things. 1

- (d) Why is this type of holiday ideal for the Casse family? Mention any **three** things. 3

- (e) Why is this type of holiday not expensive? Complete the sentence. 1
These holidays are not expensive, because you only have to pay for

Text 1 Questions (continued)

(f) What do the Casse family think is the only problem?

1

Total marks 10

Text 2

You read an article about Internet shopping in France.

15 millions de Français achètent en ligne

La France est le pays européen où les utilisateurs d'Internet adoptent le plus vite le commerce électronique.

Entre janvier et mars 2013, 25 millions de personnes ont fait un achat en ligne. C'est 2,5 millions de personnes de plus qu'en 2012. Pourquoi est-ce que les Français aiment de plus en plus acheter sur Internet?

Alors, d'abord c'est vite fait. En plus, on peut commander toutes sortes de marchandises sans quitter la maison et à n'importe quelle heure de la journée. Les sites de vente de personne à personne, comme par exemple Ebay, connaissent aussi un grand succès. Sur ces sites la plupart des gens sont honnêtes. Mais certains prennent l'argent pour un "objet vendu" et puis n'envoient jamais le produit.

Pour éviter ce problème, le gouvernement et les sites ont signé une Charte de Confiance. Ce document fixe des règles pour les échanges entre personnes sur les sites et protège le consommateur. La Charte a connu beaucoup de succès, et a encouragé surtout les personnes plus âgées à avoir confiance quand elles font leurs achats.

Questions

(a) Which of the following statements is true, according to the article?

1

French people are not very likely to use the internet for shopping	
French people are less likely to use the internet for shopping than other Europeans	
French people are more likely to use the internet for shopping than other Europeans	

Text 2 Questions (continued)

- (b) How do recent figures show that French people have taken to Internet shopping? Give **two** details. 2
- _____
- _____
- (c) The article notes an advantage of buying online. What is it? 1
- _____
- (d) What other advantages are talked about? Mention **two** things. 2
- _____
- _____
- (e) What problem can sometimes arise on the “person-to-person” sales sites? Complete the sentence. 2
- Some people take _____ and then _____.
- (f) What is the “Charter of Trust” intended to do? Mention **one** thing. 1
- _____
- (g) In what way has it been successful? Mention **one** thing. 1
- _____

Total marks 10

Text 3

You are given this leaflet, as you are thinking of going to France to improve your French!



Apprendre le français en France

Vous voulez apprendre à communiquer rapidement en français? Alors **Montpellier Langues** est l'école idéale pour vous.

Montpellier est réputée pour être la ville la plus jeune de France : un habitant sur cinq est un étudiant venu des 4 coins du monde. Grâce à cette jeunesse, Montpellier est une ville qui bouge!

L'école

Montpellier Langues a été fondé il y a douze ans et se situe dans la zone piétonne, à deux minutes à pied de la mairie. L'école occupe un beau bâtiment historique et toutes nos salles de classe sont très bien équipées et climatisées.

L'hébergement

On vous offre un choix d'hébergement dans des familles d'accueil ou des auberges de jeunesse.

Les cours

Les cours ont lieu tout au long de l'année sauf les jours fériés, et ils commencent toujours le lundi. Ils se font en petits groupes et pendant les cours du matin les étudiants travailleront l'écoute, la lecture et l'écrit. L'après-midi les étudiants auront l'occasion de pratiquer la langue dans des situations réelles, par exemple: appeler la gare SNCF pour se renseigner sur les horaires, acheter des produits frais au marché, prendre rendez-vous chez le médecin etc.

Questions

- (a) The leaflet says Montpellier is known as the youngest town in France. What reason is given for this? 1

- (b) When was the school founded? 1

- (c) Where in Montpellier is the school situated? Mention any **one** thing. 1

Text 3 Questions (continued)

- (d) What are the classrooms like? Mention **one** thing. 1
- _____
- (e) What type of accommodation does the school offer? Mention any **one** thing. 1
- _____
- (f) Complete the sentence. 1
- Lessons take place all year except _____.
- (g) What will the students work on during the morning lessons? Mention any **two** things. 2
- _____
- _____
- (h) In the afternoons, the students will have the opportunity to practice their French in real life situations. Give any **two** examples. 2
- _____
- _____

Total marks 10

[END OF READING PAPER]



National
Qualifications
MODEL PAPER 1

French Writing

Duration — 1 hour and 30 minutes

Total marks — 20

WRITING — 20 marks

Write your answer in the space provided.

You may use a French dictionary.

WRITING – 20 marks

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

Le grand magasin, "les Galeries Lafayette" à Paris offre des stages en entreprise cet été.

Il nous faut de jeunes gens qui parlent l'anglais et le français au moins, qui sont prêts à travailler et qui savent servir nos clients.

Si vous vous intéressez pour cette offre d'emploi, veuillez communiquer par e-mail avec vos coordonnées a: info@hausmann.galerieslafayette.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
- Languages spoken
- Reason for wanting to work in France

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.



French Listening

Duration – 25 minutes

Total marks – 20

Before listening to each item, study the questions for one minute. Listen to each item three times, with an interval of one minute between playing. You should then try to answer the questions about it before hearing the next item.

You may take notes as you are listening to the French.

You may NOT use a French dictionary.

Item 1

Pauline tells you about the gap year she took after leaving school.

- (a) Why were her parents against her taking a gap year? Mention **two** reasons. 2

- (b) Pauline's aunt in Portugal offered to let Pauline stay. On what conditions was she allowed to stay with her aunt? Mention any **one**. 1

- (c) Unfortunately, Pauline did not get on with her aunt. What **two** reasons does she give for this? 2

- (d) What job did Pauline find in Portugal? 1

- (e) What did Pauline gain from her year in Portugal? Mention any **one** thing. 1

- (f) What is Pauline's overall impression of the year? Tick (✓) the correct box. 1

Her experiences with her aunt ruined the year for her	<input type="checkbox"/>
She realises she was too young to have done such a thing	<input type="checkbox"/>
She found it challenging but a positive experience	<input type="checkbox"/>

Total marks **8**

Item 2

You hear your French assistant being interviewed about his experiences after he left school.

- (a) What did Edouard do after his gap year? 1
- _____
- _____
- (b) What did he do to pay for his trip? Mention **one** thing this involved. 2
- _____
- _____
- (c) He enjoyed this job. Mention **two** reasons he gives for liking the job. 2
- _____
- _____
- (d) He tells us why he did not have problems with his customers. Complete the sentences. 2
- The customers were in a good mood because _____.
- They weren't stressed because they _____.
- (e) He also worked in a youth club. Who exactly was this club for? 1
- _____
- (f) Mention any **two** activities the young people could do. 2
- _____
- _____
- (g) Why did parents like the club? Mention **one** thing. 1
- _____
- _____
- (h) Why did the young people like the club? Mention **one** thing. 1
- _____
- _____

Total marks 12

[END OF LISTENING PAPER]



National
Qualifications
MODEL PAPER 1

French Listening Transcript

Duration — 25 minutes (approx)

Item number one

Pauline tells you about the gap year she took after leaving school.

You now have one minute to study the question.

Après le lycée et avant de commencer à faire de longues études à la fac, j'ai décidé de prendre une année sabbatique et de voyager en Europe. Au début mes parents étaient contre parce qu'ils croyaient que j'étais trop jeune et qu'il était trop dangereux pour une jeune fille de voyager seule. Heureusement, ma tante qui vivait au Portugal a dit que je pourrais loger chez elle pendant quelque temps. Mes parents ont donc accepté à condition que je les contacte tous les jours et que j'aide ma tante à faire les tâches ménagères. Malheureusement, je me suis mal entendue avec ma tante. Je devais rentrer à 21 heures tous les soirs et je n'avais pas le droit d'inviter mes copains à la maison. Par conséquent, j'ai décidé de louer un appartement avec mes nouveaux amis. Pour payer le logement j'ai trouvé un petit boulot à la plage où je vendais des glaces. J'ai fini par passer toute l'année au Portugal. D'accord, je n'ai peut-être pas fait le tour de l'Europe mais j'ai eu ma première expérience de la vie sans mes parents et j'ai gagné beaucoup de confiance en moi.

(2 minutes)

Item number two

You hear your French assistant being interviewed about his experiences after he left school.

You now have one minute to study the question.

Qu'est-ce que vous avez fait après avoir fini votre bac, Edouard?

D'abord, j'ai pris une année sabbatique parce que je voulais voyager un peu en Europe et puis après je suis allé étudier les langues à l'université.

Qu'est-ce que vous avez fait pour pouvoir payer ce voyage en Europe?

D'abord j'ai travaillé dans un office de tourisme tout près de chez moi. C'était un travail très varié. Par exemple, je devais trouver un logement pour les gens qui visitaient notre région ou bien faire des réservations pour les excursions.

Vous avez aimé ce travail?

Pour moi, il y avait beaucoup d'avantages dans ce job car j'avais l'occasion de parler d'autres langues avec les touristes, je touchais un bon salaire et je ne m'ennuyais jamais! J'avais toujours beaucoup à faire et les journées passaient très vite.

Vous n'avez pas eu des problèmes avec les clients?

Normalement les clients étaient de bonne humeur parce qu'ils étaient en vacances. Ils n'étaient pas stressés car ils ne pensaient pas à leurs problèmes.

C'était le seul travail que vous avez fait?

Non, j'ai travaillé aussi chez Club Jeunesse dans ma ville, c'est pour les jeunes âgés de douze à dix-sept ans. Le club est ouvert le week-end et tous les soirs sauf le lundi.

Qu'est-ce qu'on pouvait faire là?

Bien sûr, nous avons proposé des activités sportives. A part ça, on pouvait faire de la peinture ou jouer d'un instrument de musique. En plus, on avait l'occasion de bavarder avec les copains.

Ce Club, c'est populaire chez vous?

Oui, le club joue un rôle très important dans la ville car il offre aux jeunes la possibilité de se rencontrer en sécurité. En plus, les parents sont contents de nos services parce que les jeunes ne traînent pas dans les rues et il y a toujours des adultes pour surveiller leurs enfants.

Pourquoi est-ce que jeunes aiment ce Club?

A mon avis, les ados aiment bien venir au club parce qu'il y a une très bonne ambiance, et surtout parce qu'on organise des activités pour tout le monde.

(2 minutes)

End of test.

Now look over your answers.

[END OF TRANSCRIPT]

NATIONAL 5 FRENCH MODEL PAPER 1

Reading

Text 1

- (a) • Afraid to leave house empty
 - Nobody to water the grass (or flowers)
- (b) • Read it in a magazine
- (c) • It was easy to find partners on the internet
 - Who were also looking to exchange
- (d) • They have all the comforts of a house
 - They are away from tourists
 - They meet people who live locally
 - Their children are never bored

Any three of the above
- (e) • These holidays are not expensive, because you **only have to pay for a plane ticket**
- (f) • They have to clean the house before they leave.

Text 2

- (a) Which of the following statements is true, according to the article?

French people are not very likely to use the internet for shopping	
French people are less likely to use the internet for shopping than other Europeans	
French people are more likely to use the internet for shopping than other Europeans	✓

- (b) • Between **January and March 2013**
 - 25 million people bought something online
 - 2.5 million more than in 2012

Any two of the above
- (c) • It is quick
- (d) • You can buy things without leaving the house
 - At any time of day
- (e) • Some people **take your money for something and then never send it**
- (f) • Put in place rules to govern transactions
 - Protect consumers (*either one*)
- (g) • Older people particularly now are confident in buying online

Text 3

- (a) • **One inhabitant in five is a student (from all over the world)**
- (b) • 12 years ago
- (c) • In the pedestrian precinct
 - Five minutes (on foot) from the town hall (*either one*)
- (d) • They are well equipped
 - Have air conditioning (*either one*)
- (e) • Staying with families
 - In the youth hostel (*either one*)

- (f) • Lessons take place all year except on **public holidays**
- (g) • Listening
 - Reading
 - Writing

Any two of the above
- (h) • Phone the railway for information
 - Buy fresh produce at the market
 - Book an appointment at the doctor

Any two of the above

Writing

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.

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>
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>

Category	Mark	Content	Accuracy	Language resource – variety, range, structures
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, e.g. <i>I like, I go, I play</i>.</p> <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>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, e.g. <i>I go the town</i>.</p> <p>Overall, there is more correct than incorrect.</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> e.g. <i>Chemistry is interesting</i>.</p> <p>The candidate has a weak knowledge of plurals.</p> <p>There may be several spelling errors, e.g. 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, e.g. <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 “<i>is</i>” and “<i>study</i>” 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 to have and to be.</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>

Listening

Item 1

- (a) • They thought I was too young, and that it was too dangerous for a young girl (to travel alone)
- (b) • She contacted her parents every day
• She helped with the housework (*either one*)
- (c) • She had to be home by 9 every evening
• She wasn't allowed to bring her friends home
- (d) • She sold ice cream on the beach
- (e) • She gained a lot of self-confidence
- (f) • What is Pauline's overall impression of the year? Tick (✓) the correct box.

Her experiences with her aunt ruined the year for her	
She realises she was too young to have done such a thing	
She found it challenging but a positive experience	✓

Item 2

- (a) • He went to university to study languages
- (b) • He worked in a tourist office
• He found accommodation for visitors
• He booked excursions (*either one*)
- (c) • He got to talk in other languages
• It was well paid
• He was never bored
• There was lots to do
Any two of the above
- (d) • He tells us why he did not have problems with his customers. Complete the sentences.
The customers were in a good mood because **they were on holiday**
They weren't stressed because **they weren't thinking about their problems**
- (e) • Young people aged 12–17
- (f) • Pain
• Play musical instruments
• Chat with their friends
Any two of the above
- (g) • Kept their children off the streets
• Meant adult supervision (*either one*)
- (h) • A good atmosphere
• Activities were organised for them (*either one*)