



National
Qualifications
SPECIMEN ONLY

SQ16/AH/02

**German
Listening and Discursive Writing**

Date — Not applicable

Duration — 1 hour and 20 minutes

Total marks — 70

SECTION 1 — LISTENING — 30 marks

Section 1 has two parts. You will hear two items in **German**. **Before you hear each item, you will have one minute to study the questions.** You will hear each item twice, with an interval of one minute between playings. You will then have time to answer the questions before hearing the next item. Write your answers clearly, in **English**, in the answer booklet provided. In the answer booklet you must clearly identify which question you are attempting.

SECTION 2 — DISCURSIVE WRITING — 40 marks

Write your answer clearly, in **German**, in the answer booklet provided. In the answer booklet you must clearly identify which question you are attempting.

You may use a German dictionary.

Use **blue or black ink.**

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



* S Q 1 6 A H 0 2 *

SECTION 1 — LISTENING — 30 marks

Attempt ALL questions

Item 1

Listen to the news broadcast about girls and boys in the German education system and then answer, in **English**, the questions below.

- | | | |
|-----|---|---|
| (a) | PISA is an international study. What exactly does it investigate? | 2 |
| (b) | (i) The very first PISA results in Germany showed boys and girls have different strengths. What evidence is there to support this? State any two things. | 2 |
| | (ii) Germany's latest educational report has found further differences between boys and girls in education. State any three differences. | 3 |
| (c) | (i) Sociologists provide reasons for these differences. State any two reasons. | 2 |
| | (ii) What factors contribute to this situation? | 1 |

Item 2

Listen to Anna and Ralph discussing their experience with the German educational system and then answer, in English, the questions below.

- | | |
|--|---|
| (a) Based on his own experience in kindergarten, primary school and <i>Gymnasium</i> , what information does Ralph give about teaching staff? State any two things. | 2 |
| (b) What information does Ralph give about his primary school life and that of his cousin? State any three things. | 3 |
| (c) Why does Ralph believe the gender of a teacher is not important? | 1 |
| (d) (i) Why did Anna like her class teachers at school? State any two things. | 2 |
| (ii) She talks about her class at the <i>Gymnasium</i> . Give any three things she says. | 3 |
| (e) According to Anna what two things are important for achievement and success in school? | 2 |
| (f) What does Ralph say about his grandmother's education? State any two things. | 2 |
| (g) Anna is against single gender schools. Why is this? State any three things. | 3 |
| (h) State any two similarities Ralph sees between school life and family life. | 2 |

SECTION 2 — DISCURSIVE WRITING — 40 marks

Write an essay, in **German**, of about 250–300 words on **one** of the following statements:

3. Society

Soziale Netzwerke können Freund wie auch Feind sein.

4. Learning

Englisch ist eine Weltsprache. Es ist trotzdem wichtig, dass Schüler in Schottland eine Fremdsprache lernen.

5. Employability

Wir arbeiten, um zu leben, aber manchmal leben wir, um zu arbeiten.

6. Culture

Die Zuwanderung in der Europäischen Union ist ein umstrittenes Thema. Sie bringt aber viele Vorteile.

[END OF SPECIMEN QUESTION PAPER]



National
Qualifications
SPECIMEN ONLY

SQ16/AH/12

**German
Listening Transcript**

Date — Not applicable

Duration — 1 hour and 20 minutes

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 A H 1 2 *

Transcript — Advanced Higher

Instructions to reader(s):

For each item, read the English **once**, then read the German **twice**, with an interval of 1 minute between the two readings. On completion of the second 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 1

Listen to this news broadcast about boys and girls in the German education system and then answer, in **English**, the questions below.

You now have one minute to study the questions for Item 1.

(m/f) Seit dem Jahr 2000 gibt es die PISA Studie. Das ist ein internationaler Vergleichstest, der das Ziel hat, Kenntnisse und Fähigkeiten von Jugendlichen im Alter von 15 Jahren zu messen und miteinander zu vergleichen.

Schon die allererste PISA Studie in Deutschland hat gezeigt, dass es zwischen Jungen und Mädchen deutliche Unterschiede im Lernen gibt: Während die Jungen in den Bereichen Mathematik und Naturwissenschaften bessere Ergebnisse aufweisen, haben die Mädchen eine höhere Lesekompetenz und sind besser im Schreiben.

Aus dem letzten deutschen Bildungsbericht geht hervor, dass Jungen im Allgemeinen schlechter in der Schule abschneiden als Mädchen. Weniger Jungen machen heutzutage in Deutschland Abitur, was dazu führt, dass mehr Mädchen als Jungen studieren und eine akademische Qualifikation erreichen. Auch bei den Ausbildungsberufen haben die Mädchen die Nase vorn, weil sie sehr oft anspruchsvollere und besser bezahlte Berufe wählen.

Soziologen erklären diesen Trend so: Forschungen haben ergeben, dass Mädchenmehr Zeit mit Hausaufgaben verbringen. Sie bereiten sich intensiver auf den Unterricht vor, und scheinen lernwilliger als Jungen zu sein.

Die Frage bleibt, wenn Jungen genauso intelligent wie Mädchen sind, warum sind sie weniger motiviert oder lernwillig?

Zu diesem Thema gibt es viele Spekulationen. In Deutschland arbeiten im Moment deutlich mehr Frauen als Männer in pädagogischen Einrichtungen. Besonders in Kindergärten und Grundschulen fehlen männliche Vorbilder.

Wenn es gelingen würde, mehr Jungen für die Arbeit mit Kindern und Jugendlichen zu interessieren, könnten sich die schulischen Leistungen von Jungen und Mädchen angleichen.

(3 minutes)

(t) Item 2

Listen to Anna and Ralph discussing their experience with the German educational system.
You now have one minute to study the questions for Item 2.

- (f) Sag mal, Ralph, man hört immer wieder, dass mehr Männer Berufe wie Lehrer oder Erzieher ergreifen sollten, um Jungen in der Schule zu motivieren. Was hältst du von dieser These? Und welche Erfahrungen hast du in deiner Schulzeit gemacht?
- (m) Naja, ich habe in meiner Schulzeit relativ wenig Kontakt mit Lehrern oder Erziehern gehabt. Die meisten Erwachsenen, mit denen ich im Kindergarten und in der Grundschule zu tun hatte, waren Frauen. Erst als ich dann aufs Gymnasium ging, hatte ich Lehrer — also männliche Lehrkräfte — zum Beispiel in Fächern wie Deutsch, Englisch und, Politik.
- (f) Und bist du der Meinung, dass jeder Schüler die selbe Erfahrung macht?
- (m) Nein bestimmt nicht! Mein Cousin, der damals in Berlin wohnte, hatte einen Mann als Grundschullehrer. Wir können uns beide noch gut daran erinnern, dass unsere Schulerfahrungen sehr positiv waren. Ich habe nicht gern gesungen oder im Morgenkreis erzählt, was er aber gerne tat. Seine Lehrerin hat mit der Klasse Fußball gespielt. Darauf war ich sehr neidisch, weil mein Lehrer lieber Handball spielte. Die Hauptsache war, dass wir Spaß hatten und, ohne es zu wissen, gut gelernt haben. Egal ob männlich oder weiblich, solange die Schüler sehen, dass die Lehrer ihre Arbeit mögen und Kindern gegenüber hilfsbereit sind, klappt das Schulleben. Einerseits sollten schon mehr Männer einen Bildungsberuf ergreifen, aber andererseits ist jeder für sich alleine verantwortlich, wenn es um das Thema Schule und Schulabschluss geht. Das gilt für Jungen genau so wie für Mädchen — oder was meinst du?
- (f) Ja, das stimmt. Der Meinung bin ich auch. Schließlich haben alle die gleichen Chancen und, niemand ist benachteiligt, wenn es um den Schulbesuch geht. Aber ich muss auch sagen, dass es für mich als Mädchen sehr angenehm war, Frauen als Klassenlehrerinnen zu haben. Irgendwie habe ich mich mehr verstanden gefühlt. In meiner Klasse am Gymnasium gab es fünfzehn Mädchen und nur zehn Jungen. Unsere Klassenlehrerin hatte ihre eigenen Strategien mit diesem Ungleichgewicht umzugehen. Sie hat uns sehr oft in Gruppen arbeiten lassen und häufig Themen in den Unterricht eingebaut, die für Jungen und Mädchen gleichermaßen interessant waren. Ich bin der Meinung, dass die Einstellung der Lehrer und ihre Fähigkeit Schüler zu motivieren entscheidend für den Erfolg in der Schule sind - sowohl für Jungen als auch für Mädchen.
- (m) Früher wurden Jungen und Mädchen getrennt unterrichtet. Meine Oma redet oft von der Schule. Sie war auf einer typischen Mädchenschule. Die Fächer, die man dort unterrichtet hat, waren sehr auf das Leben als Hausfrau und Mutter ausgerichtet. Denkst du, man sollte heutzutage Jungen und Mädchen in bestimmten Fächern getrennt unterrichten?
- (f) Nein, auf keinen Fall. Ich denke, das würde überhaupt nichts bringen, denn wir leben in einer modernen Zeit, in der sich die Geschlechterrollen immer mehr angleichen. Heute ist es doch normal, dass Frauen arbeiten und teilweise sogar mehr Geld verdienen als Männer. Auch im Familienleben gibt es keine bestimmten Rollen mehr. Alle arbeiten zusammen, damit das Leben zu Hause gut läuft.
- (m) Ja, das stimmt. Ich bin froh, dass ich meinen Vater bei der Hausarbeit gesehen und von ihm gelernt habe, dass Mann und Frau gleich sein sollten.

(t) End of recording

[END OF SPECIMEN TRANSCRIPT]



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**German
Listening and Discursive Writing**

Marking Instructions

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

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General marking principles for Advanced Higher German 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 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 and the answers for each question must come from the Item.
- (e) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. We use the term “or any other acceptable answer” to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate’s answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

Detailed Marking Instructions: Listening
Item 1

Question		Expected answer(s)	Max mark	Additional guidance
	a	<ul style="list-style-type: none"> • PISA is a comparison of knowledge and abilities of 15-year-olds 	2	<p>Markers should use their professional judgment, subject knowledge and experience, and understanding to award marks to candidate responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p>
	b	<p>i</p> <ul style="list-style-type: none"> • boys have better results/do better in Maths (and Sciences) • girls have a higher reading score/higher reading competence • girls are better in writing <p><i>Any two of the above three points for a maximum of 2 marks</i></p>	2	
	b	<p>ii</p> <ul style="list-style-type: none"> • boys do worse in school (than girls) • fewer boys do the Abitur/A-levels/Highers (nowadays) • more girls study/get an academic degree • girls choose more challenging/better paid jobs <p><i>Any three of the above four points for a maximum of 3 marks</i></p>	3	
	c	<p>i</p> <ul style="list-style-type: none"> • girls are more motivated • they spend more time with homework/prepare more thoroughly (for class) • girls are more disciplined/more willing to learn • boys are less motivated than girls <p><i>Any two of the above four points for a maximum of 2 marks</i></p>	2	

Question			Expected answer(s)	Max mark	Additional guidance
	c	ii	<ul style="list-style-type: none">the predominance of women in education/lack of male role models	1	

Item 2

Question		Expected answer(s)	Max mark	Additional guidance
	a	<ul style="list-style-type: none"> • he had relatively little contact with male teachers/educators • most adults in his kindergarten and primary school were women/females • at grammar school there were male teachers (in certain subjects) <p><i>Any two of the above three points for a maximum of 2 marks</i></p>	2	<p>Markers should use their professional judgment, subject knowledge and experience, and understanding to award marks to candidate responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p>
	b	<ul style="list-style-type: none"> • both enjoyed school • they liked different things • female teacher played football, male played handball • they learned without realising they were doing so <p><i>Any three of the above four points for a maximum of 3 marks</i></p>	3	
	c	<ul style="list-style-type: none"> • everybody is responsible for themselves/for their education (no matter if they are a boy or a girl) 	1	
	d	i <ul style="list-style-type: none"> • Anna had female class teachers • she felt (more) understood (by them) 	2	

Question		Expected answer(s)	Max mark	Additional guidance
	d ii	<ul style="list-style-type: none"> • there were 15 girls and 10 boys in her class • her class teacher had (her own) strategies • they did group work a lot • the topics in class were interesting for boys and girls <p><i>Any three of the above four points for a maximum of 3 marks</i></p>	3	
	e	<ul style="list-style-type: none"> • the attitude of the teacher • the teacher's ability to motivate the pupils 	2	
	f	<ul style="list-style-type: none"> • boys and girls were taught separately • his grandmother went to a typical girls' school • subjects in her school prepared girls for a life as housewife and mother <p><i>Any two of the above three points for a maximum of 2 marks</i></p>	2	
	g	<ul style="list-style-type: none"> • we live in modern times • gender roles are adjusting • it is normal for women to work • women sometimes earn more money than men • in family life there are no specific roles • everyone works together so that family life runs smoothly <p><i>Any three of the above six points for a maximum of 3 marks</i></p>	3	

Question		Expected answer(s)	Max mark	Additional guidance
	h	<ul style="list-style-type: none"> • no specific roles • everyone works together • men and women should be equal <p><i>Any two of the above three points for a maximum of 2 marks</i></p>	2	

General marking principles for Advanced Higher German: Discursive Writing

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) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression.

Three main aspects of the piece of writing should be considered:

- i) content
 - ii) accuracy
 - iii) language resource—variety, range, structures
- d) Using the pegged marks table, the marker should first select the row of the table in which the descriptors most closely match the candidate's piece of writing. Once that row has been identified, the assessor should follow this guidance:
 - If the evidence largely matches the descriptors across all of the aspects of the work, award the higher of the two available marks
 - If the evidence largely matches the descriptors across most of the aspects of the work, award the lower of the two marks available
 - e) If markers are in doubt about which of two adjacent rows to select: select the upper row and award the lower pegged mark in that row.
 - f) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
 - g) Candidates are instructed to write 250—300 words. The general and detailed Marking Instructions should be applied even where the length of the piece of writing falls outside this range.

Detailed Marking Instructions: Discursive Writing

Mark	Content	Accuracy	Language resource: variety, range, structures
40 or 36	<ul style="list-style-type: none"> • The essay is well structured and all aspects are relevant to the title • The topic is addressed fully, in a balanced way • Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally 	<ul style="list-style-type: none"> • The language is characterised by a high degree of accuracy and may show some flair • A comprehensive range of verbs is used accurately and tenses are consistent and accurate • There is evidence of confident handling of all aspects of grammar and spelling • Some minor errors need not detract from the overall very good impression 	<ul style="list-style-type: none"> • The language used is mostly complex and sophisticated • There is a wide range of structures and vocabulary appropriate to Advanced Higher • There is a comprehensive range of verbs/verb forms and tenses • There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order • There is extensive use of co-ordinating conjunctions and subordinate clauses throughout the writing • The language flows well and ideas and opinions are expressed effectively
32 or 28	<ul style="list-style-type: none"> • The essay has a good sense of structure and most aspects are relevant to the title • The topic is addressed well • The content is clear and well thought out 	<ul style="list-style-type: none"> • The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher • A range of verbs is used accurately and tenses are generally consistent and accurate • Other parts of speech are used accurately • There are few serious errors in spelling and/or punctuation 	<ul style="list-style-type: none"> • The language used is generally complex and sophisticated • Contains a good range of vocabulary and structures appropriate to Advanced Higher • The candidate uses a good range of verbs/verb forms and tenses • There is good use of co-ordinating conjunctions and subordinate clauses throughout the writing • Ideas and opinions are expressed effectively

Mark	Content	Accuracy	Language resource: variety, range, structures
24 or 20	<ul style="list-style-type: none"> • The essay has some sense of structure and most aspects have some relevance to the title • The topic is addressed adequately • The content is mostly clear 	<ul style="list-style-type: none"> • The less complex language may be mostly accurate. However, in places, where the candidate attempts to use complex and sophisticated language, this may be less successful • The verbs are generally correct, but the range of verbs and tenses is limited • Spelling and punctuation are generally correct but there may be a few errors in some parts of speech—personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion • Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses 	<ul style="list-style-type: none"> • There are some examples of complex and sophisticated language • Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher • There is a limited range of verbs/verb forms and tenses • There are some successful attempts to use co-ordinating conjunctions and subordinate clauses • Ideas and opinions are expressed adequately • There is some dictionary misuse
16 or 12	<ul style="list-style-type: none"> • The essay is lacking in structure and less than half of the aspects have any relevance to the title • The topic is addressed but in a limited way • The content is limited and may be presented as a single paragraph 	<ul style="list-style-type: none"> • The language is insufficiently accurate to convey meaning clearly and consistently • Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs • Although basic structures are used accurately, control of the language structure at times deteriorates significantly • There are errors in other parts of speech—gender of nouns, cases, singular/plural confusion—and in spelling and, where appropriate, word order. Several errors are serious • Overall there is more incorrect than correct 	<ul style="list-style-type: none"> • There is limited use of complex and sophisticated language • Contains a limited range of vocabulary and/or structures appropriate to Advanced Higher • There is inconsistency in the use of verbs/verb forms and tenses • There are few successful attempts to use co-ordinating conjunctions and subordinate clauses • There may be examples of unidiomatic translation from English and/or examples of dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
8 or 4	<ul style="list-style-type: none"> • The essay is unstructured and few aspects are relevant to the title • The topic is not fully addressed • The content is very limited 	<ul style="list-style-type: none"> • The language is almost completely inaccurate throughout the writing and there is little control of language structure • Most of the verbs are incorrect. There is little evidence of tense control • Most basic structures are not used accurately and control of the language structure generally deteriorates significantly • There are frequent errors in other parts of speech—personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions. Overall there is more incorrect than correct 	<ul style="list-style-type: none"> • There is little use, if any, of complex and sophisticated language • The essay contains a very limited range of vocabulary and structures appropriate to Advanced Higher • The candidate may not cope with more than one or two basic verbs/verb forms and tenses • Some sentences may not be understood by a sympathetic native speaker • There are examples of mother tongue interference and serious dictionary misuse
0	<ul style="list-style-type: none"> • The essay is unstructured and/or irrelevant • The candidate is unable to address the topic 	<ul style="list-style-type: none"> • The language is seriously inaccurate throughout the writing and there is almost no control of language structure • Very few words are written correctly in the modern language 	<ul style="list-style-type: none"> • There is no evidence of complex and sophisticated language • There may be several examples of mother tongue interference • Very little is intelligible to a sympathetic native speaker • There may be several examples of serious dictionary misuse

[END OF SPECIMEN MARKING INSTRUCTIONS]

Published: January 2017

Change since last published:

Overall purpose question removed, amendments to General Marking Principles and marks re-allocated.

Amends to marking instructions for Question 1 b ii.