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National
Qualifications
EXEMPLAR PAPER ONLY

Mark

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EP21/H/03

German Listening and Writing

Date — Not applicable

Duration — 1 hour



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

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Total marks — 30

SECTION 1 — LISTENING — 20 marks

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 spaces provided.

SECTION 2 — WRITING — 10 marks

Write your answer clearly, in **German**, in the space provided.

Attempt ALL questions. You may use a German dictionary.

Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

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

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

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.



SECTION 1 — LISTENING — 20 marks

Attempt ALL questions

MARKS

DO NOT
WRITE IN
THIS
MARGIN

Item 1

You listen to a German radio report about young Germans and their spare time.

- (a) For what reason do young Germans have less spare time nowadays? Give any **one** reason. 1

- (b) Why are fewer teenagers in Germany members of sports clubs? State **two** things. 2

- (c) German teenagers still like to watch TV. What does the speaker say about the types of shows they watch? Give any **two** details. 2

- (d) What makes some teachers concerned about pupils' spare time? Give any **one** detail. 1

- (e) Why is spare time important for young people? State any **one** thing. 1

- (f) Consider the report as a whole. Overall, what does the report say about the spare time activities of German teenagers? Tick (✓) the correct statement. 1

Young people in Germany like their spare time to be organised.	
Young people in Germany prefer their spare time to be less formal.	
Young people in Germany experience stress with their spare time activities.	



* E P 2 1 H 0 3 0 2 *

Item 2

Christina, a German teenager, talks about her spare time.

- (a) Christina does not have a lot of spare time at the moment. Why is this? Give any **one** reason. 1

- (b) Christina enjoys football. What does she say about her club? State any **three** things. 3

- (c) Christina talks about her friends.
(i) What was their opinion about football? State any **one** thing. 1

- (ii) Why has their opinion changed? State any **one** thing. 1

- (d) Christina talks about her TV habits.
(i) For what reasons does she not watch a lot of TV? Give **two** reasons. 2

- (ii) For what reasons does she prefer to watch a football match in a stadium? Give any **two** reasons. 2

- (e) What are Christina's plans for the future? Give any **two** details. 2



ADDITIONAL SPACE FOR ANSWERS

MARKS

DO NOT
WRITE IN
THIS
MARGIN



* E P 2 1 H 0 3 0 6 *

ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT
WRITE IN
THIS
MARGIN



* E P 2 1 H 0 3 0 7 *



National
Qualifications
EXEMPLAR PAPER ONLY

EP21/H/13

**German Listening
Transcript**

Date — Not applicable

Duration — 1 hour

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.



* E P 2 1 H 1 3 *

Transcript — 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

You listen to a German radio report about young Germans and their spare time.

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

- (m/f)** Laut einer aktuellen Umfrage haben deutsche Jugendliche heutzutage weniger Freizeit als noch vor zehn Jahren. Experten sind der Meinung, dass immer mehr Ganztagschulen ein Grund für diese Entwicklung sind, weil der Schultag länger ist. Außerdem haben viele Schüler einen langen Schulweg und fahren manchmal fast eine Stunde mit dem Bus zur Schule und am Nachmittag zurück nach Hause.

Deutsche Jugendliche verbringen ihre Freizeit am liebsten mit ihren Freunden. Obwohl das Internet und soziale Netzwerke eine große Rolle spielen, ist der persönliche Kontakt für sie am wichtigsten. Auch Sport ist ein beliebtes Hobby, aber immer weniger Jugendliche sind Mitglied in einem Verein, weil ihnen die Zeit für ein regelmäßiges Training fehlt oder weil sie einfach keine Lust auf Regeln und Disziplin außerhalb der Schule haben.

Das Fernsehen steht heute immer noch an der Spitze der Hobbyliste. Wenn deutsche Jugendliche fernsehen, interessieren sie sich in erster Linie für Talkshows und Seifenopern. Diese Sendungen haben ein einfaches Format, sind unkompliziert und sehr gut zum Entspannen geeignet. Außerdem dauern sie nur etwa dreißig Minuten — ideal für die so knappe Freizeit.

Aber einige Lehrer warnen auch vor einer Über-Organisation der freien Zeit von Jugendlichen in Deutschland. Sie sind der Meinung, dass mancher Schüler den Kalender eines Managers hat, weil die Freizeit viel zu korrekt geplant ist.

Freie Zeit ist sehr wichtig — besonders für Jugendliche. Sie müssen Gelegenheit haben, sich selbst und ihre Interessen besser kennen zu lernen und zu verstehen. Außerdem sollten sie Zeit mit ihren Freunden und ihrer Familie ohne Stress verbringen. Und sie können vom Schulalltag abschalten — aber das ist nur dann möglich, wenn man genug Freizeit hat.

(2 minutes)

(t) Item 2

Christina, a German teenager, talks about her spare time.

You now have one minute to study the questions for Item 2.

(m) Sag mal, Christina, hast du im Moment viel Freizeit?

(f) Naja, schön wär's — ich habe sehr wenig freie Zeit, weil ich super viel für die Schule lernen muss und dann helfe ich auch noch meinen Eltern im Haushalt und mit meinen jüngeren Geschwistern.

(m) Und was machst du, wenn du Freizeit hast?

(f) Also, ich spiele sehr gern Fußball — und seit fünf Jahren bin ich Mitglied in einem Fußballverein.

(m) Fußball? Ist das nicht ein Sport für Jungen?

(f) Nein, überhaupt nicht. In meinem Verein trainieren etwa fünfzig Mädchen im Alter von zehn bis achtzehn Jahren. Wir treffen uns dreimal pro Woche im Klub und an den meisten Wochenenden sind wir unterwegs, um auswärts auf Turnieren zu spielen. Wir haben sogar unseren eigenen Bus.

(m) Aha, sehr interessant. Und was sagen deine Freunde zu deinem Hobby?

(f) Naja, zuerst waren sie auch der Meinung, dass Fußball kein Mädchensport ist, weil Fußballer aggressiv und unhöflich sind. Aber dann sind sie zum Training gekommen und haben die anderen Mädchen kennen gelernt. Jetzt ist es für sie total normal, dass ich in Fußballschuhen und mit Knieschonern herumlaufe. Manchmal kommen sie sogar zu wichtigen Spielen mit um mein Team zu unterstützen.

(m) Das ist ja toll. Was macht ihr noch gemeinsam in eurer Freizeit?

(f) Naja, wenn wir Zeit haben, gehen wir am Wochenende sehr gern ins Kino. Meistens gehen wir hinterher zu unserem Lieblingsrestaurant in der Stadtmitte. Das ist ein italienisches Restaurant mit der besten Pizza und dem besten Eis der Welt! Außerdem machen wir oft Hausaufgaben gemeinsam. Es ist gut, dass man sich gegenseitig hilft und zusammen arbeitet. Das habe ich beim Fußball gelernt.

(m) Viele Jugendliche sehen sehr gern und sehr oft fern. Wie ist das mit dir?

(f) Hmm... naja, ich habe schon meinen eigenen Fernseher in meinem Zimmer. Aber, ehrlich gesagt, ich finde viele Sendungen total langweilig. Am schlimmsten sind Talentshows mit Leuten, die einfach kein Talent haben! Ich höre viel lieber Radio und lese gern Kurzgeschichten und Jugendzeitschriften.

(m) Und siehst du Fußball im Fernsehen?

(f) Das kommt darauf an... wenn ich das Spiel im Stadion sehen kann, dann gehe ich lieber dorthin, weil die Atmosphäre einfach einzigartig ist. Außerdem kann man dort mit anderen Fans reden und lernt viele verschiedene Menschen kennen. Sowas hat man zu Hause auf dem Sofa nicht.

(m) Möchtest du in der Zukunft im Bereich Sport arbeiten?

(f) Ja, auf jeden Fall. Ich würde sehr gern Profi-Fußballerin werden und in der deutschen Damenfußballmannschaft spielen. Wenn das nicht klappt, werde ich Sport oder Medizin studieren, sodas ich entweder Sportlehrerin, Trainerin oder Sportärztin werden kann.

(m) Na dann viel Erfolg, Christina, und alles Gute für deine Sportlerkarriere.

(f) Dankeschön.

(2 minutes)

(t) End of test.

Now look over your answers.

[END OF EXEMPLAR TRANSCRIPT]



National
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EXEMPLAR PAPER ONLY

EP21/H/03

**German
Listening and Writing**

Marking Instructions

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

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General Marking Principles for 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) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (d) The marks available in this paper are as follows:
 - i) Questions (a) - (e) from item 1 and all questions from item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question range between 1-2 marks.
 - ii) Question (f) from item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper the question is presented in the form of a grid. Where a candidate ticks two or more boxes award zero marks.
- (e) For questions that ask candidates to **'state'** or **'give'**, candidates must give a brief, accurate response/name.
- (f) 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.
- (g) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (h) For live listening Marking Instructions, there will be a process of illustrating other acceptable answers.

Marking Instructions: Listening

Item 1

Question		Expected answer(s)	Max mark	Additional guidance
1	a	<ul style="list-style-type: none"> there are more full day schools/their school day is longer (than ten years ago) pupils have a long way to school/ pupils travel an hour by bus to and from school. <p><i>Any one point from the above two for 1 mark</i></p>	1	<p>Markers should use their professional judgement, 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>
1	b	<ul style="list-style-type: none"> they have no time for regular training they do not want/do not fancy rules and discipline outside school 	2	
1	c	<ul style="list-style-type: none"> they prefer talk shows and soap operas the shows have a simple format the shows are not complicated the shows are good for relaxing/chilling the shows only last thirty minutes/ the shows are short <p><i>Any two points from the above five for 2 marks</i></p>	2	

Question		Expected answer(s)	Max mark	Additional guidance
1	d	<ul style="list-style-type: none"> • spare time is over-organised • pupils have the calendar of a manager • spare time is organised very correctly /precisely <p><i>Any one point from the above three for 1 mark</i></p>	1	
1	e	<ul style="list-style-type: none"> • it is an opportunity to get to know themselves/their interests • spare time should be stress-free time with family/friends • they can switch off from school/daily routine in school <p><i>Any one point from the above three for 1 mark</i></p>	1	
1	f	<ul style="list-style-type: none"> • young people in Germany prefer their spare time to be less formal 	1	

Item 2

Question		Expected answer(s)	Max mark	Additional guidance
2	a	<ul style="list-style-type: none"> • she must study a lot for school • she must help (her parents) in the household/with her younger siblings <p><i>Any one point from the above two for 1 mark</i></p>	1	<p>Markers should use their professional judgement, 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>
2	b	<ul style="list-style-type: none"> • she has been in the club for five years • about 50 girls / girls aged 10 to 18 train in the club • they meet three times a week for training • they are away at the weekends at tournaments • the club has its own bus <p><i>Any three points from the above five for 3 marks</i></p>	3	

Question			Expected answer(s)	Max mark	Additional guidance
2	c	i	<ul style="list-style-type: none"> they thought football players were aggressive they thought football players were impolite they thought it wasn't a sport for girls <p><i>Any one point from the above three for 1 mark</i></p>	1	
	c	ii	<ul style="list-style-type: none"> they came to the training sessions they met the other girls in the club <p><i>Any one point from the above two for 1 mark</i></p>	1	
2	d	i	<ul style="list-style-type: none"> she finds the programs boring she prefers listening to the radio/she prefers reading (short stories and youth magazines) 	2	
	d	ii	<ul style="list-style-type: none"> the atmosphere is totally cool one can/you can/she can talk to other fans one can/you can/she can meet many different people <p><i>Any two points from the above three for 2 marks</i></p>	2	

Question			Expected answer(s)	Max mark	Additional guidance
2	e		<ul style="list-style-type: none"> • she would like to be a professional footballer/she would like to play for the women's German national team • she wants to study sport/she wants to be a PE teacher/a coach • she wants to study medicine/she wants to be a sports doctor <p><i>Any two points from the above three for 2 marks</i></p>	2	

General Marking Principles for Higher German 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) Candidates will write 120-150 words in a piece of extended writing in German addressing a stimulus of three questions in German.
- (b) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed Marking Instructions for the writing task.
- (c) For each of the sections for writing, the marker should select the pegged mark that most closely describes the candidate's performance.
- (d) 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. Marks should be awarded for the candidate's demonstration of ability in the three main characteristics in writing:
 - i) content
 - ii) accuracy
 - iii) language resource - variety, range, structure
- (e) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.
- (f) Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's performance.

The table below gives further guidance to markers. If:

<p>the candidate exceeds the recommended word count</p>	<p>This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 120 words. It is important to assess what has been written - sometimes by exceeding the word count the candidate's control of the language deteriorates and this has to be reflected in the mark awarded.</p>
<p>the candidate has been asked to address a topic with two aspects but only addresses one of these</p>	<p>In such a case the candidate is deemed to have not addressed the task fully. The quality of the language should be assessed and the writing should then be placed in the next category down, eg if the writing would otherwise have been awarded 8, it should instead be awarded 6.</p>
<p>some parts of the writing fit into one category but others are in the next, lower category</p>	<p>If the better sections contain more sophisticated language, it may still be appropriate to choose the higher marks. However, if the better sections contain relatively basic constructions and attempts to use more sophisticated language are unsuccessful, then it is most likely that the writing is at the 6/4 interface and the Marking Instructions should be used to help the marker come to a final decision.</p>
<p>the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass</p>	<p>It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.</p>

Mark	Content	Accuracy	Language resource: variety, range, structures
10	<ul style="list-style-type: none"> • The content is comprehensive. • The topic is addressed fully, in a balanced way. • Some candidates may also provide additional information. • Overall this comes over as a competent, well thought-out response to the task which reads naturally. 	<ul style="list-style-type: none"> • The language is accurate. However, where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression. • 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 accurately, although the language may contain a number of minor errors, or even one serious major error. 	<ul style="list-style-type: none"> • The language used is detailed and complex. • There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order. • A comprehensive range of verbs/verb forms, tenses and constructions is used. • Some modal verbs and infinitives may be used. • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. • Sentences are mainly complex and accurate. • The language flows well.

Mark	Content	Accuracy	Language resource: variety, range, structures
8	<ul style="list-style-type: none"> • The content is clear. • The topic is addressed clearly. 	<ul style="list-style-type: none"> • The language is mostly accurate. However, where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately. • A range of verbs is used accurately and tenses are generally consistent and accurate. • There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure. • Verbs and other parts of speech are used accurately but simply. 	<ul style="list-style-type: none"> • The language used is detailed and complex. • The candidate uses a range of verbs/verb forms and other constructions. • There may be less variety in the verbs used. • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. • Sentences are generally complex and mainly accurate. • At times the language may be more basic than might otherwise be expected at this level. • There may be an example of minor dictionary misuse. • Overall the writing will be very competent, essentially correct, but may be pedestrian.

Mark	Content	Accuracy	Language resource: variety, range, structures
6	<ul style="list-style-type: none"> • The content is adequate and may be similar to that of an 8 or a 10. • The topic is addressed adequately. 	<ul style="list-style-type: none"> • The language may be mostly accurate. However, in places, control of the language structure may deteriorate significantly. • The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses. • There may be errors in spelling, eg reversal of vowel combinations adjective endings and some prepositions may be inaccurate or omitted, eg I went the town. There are quite a few errors in other parts of speech - personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion - and in the use of accents. • 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 detailed and complex language. • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. • The candidate relies on a limited range of vocabulary and structures. • There is minimal use of adjectives, probably mainly after “is”. • The candidate has a limited knowledge of plurals. • The candidate copes with the present tense of most verbs. • Where the candidate attempts constructions with modal verbs, these are not always successful. • Sentences are mainly single clause and may be brief. • There may be some dictionary misuse.

Mark	Content	Accuracy	Language resource: variety, range, structures
4	<ul style="list-style-type: none"> • The content may be limited and may be presented as a single paragraph. • The topic is addressed in a limited way. 	<ul style="list-style-type: none"> • The language used to address the more predictable aspects of the task may be accurate. However, major errors occur when the candidate attempts to address a less predictable aspect. • A limited range of verbs is used. • Ability to form tenses is inconsistent. • In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. • There may be confusion between the singular and plural form of verbs. • There are errors in many other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order. • Several errors are serious, perhaps showing mother tongue interference. • Overall there is more incorrect than correct. 	<ul style="list-style-type: none"> • There is limited use of detailed and complex language and the language is mainly simple and predictable. • The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as to be, to have, to play, to watch. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker. • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

Mark	Content	Accuracy	Language resource: variety, range, structures
2	<ul style="list-style-type: none"> • The content may be basic or similar to that of a 4 or even a 6. • The topic is thinly addressed. 	<ul style="list-style-type: none"> • The language is almost completely inaccurate throughout the writing and there is little control of language structure. • Many of the verbs are incorrect or even omitted. There is little evidence of tense control. • There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion. • Prepositions are not used correctly. 	<ul style="list-style-type: none"> • There is little use, if any, of detailed and complex language. • The candidate has a very limited vocabulary. • Verbs used more than once may be written differently on each occasion. • The candidate cannot cope with more than one or two basic verbs. • Sentences are very short and some sentences may not be understood by a sympathetic native speaker • Several English or “made-up” words may appear in the writing. • There are examples of serious dictionary misuse.

Mark	Content	Accuracy	Language resource: variety, range, structures
0	<ul style="list-style-type: none"> • The content is very basic. • 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. • (Virtually) nothing is correct. • Most of the errors are serious. • Very little is intelligible to a sympathetic native speaker. 	<ul style="list-style-type: none"> • There is no evidence of detailed and complex language. • The candidate copes only with “have” and “am”. • There may be several examples of mother tongue interference. • Very few words are written correctly in the modern language. • English words are used. • There may be several examples of serious dictionary misuse.

[END OF EXEMPLAR MARKING INSTRUCTIONS]