



National  
Qualifications  
SPECIMEN ONLY

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SQ21/H/11

German  
Reading

Date — Not applicable

Duration — 1 hour and 40 minutes

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Total marks — 30

Attempt ALL questions.

Write your answers clearly, in **English**, in the Reading Answer Booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

You may use a German dictionary.

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

There is a separate question and answer booklet for Directed Writing. You must complete your answer for Directed Writing in the question and answer booklet for Directed Writing.

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



Total marks — 30  
Attempt ALL questions

Read the whole article carefully and then answer, in English, ALL the questions that follow.  
The article discusses the use of digital media in German schools.

**Digitale Medien in der Schule - Vorteil oder Nachteil?**

In den heutigen Schulen ist der PC mehr und mehr ein Lerninstrument im Klassenzimmer. Smartphones, Notebooks und Tablet-Computer gehören heute zum Alltag von Jugendlichen in Deutschland - und spielen auch eine wichtige Rolle beim Lernen. Aber helfen digitale Medien den Schülern wirklich bei der Vorbereitung auf die Zukunft?

- 5 Karl-Otto Kirst, ein Geschichtslehrer aus Hamburg, beschreibt, wie die digitalen Medien seinen Unterricht verändert haben: „Vor zehn Jahren, wenn ich meinen Schülern einen Film zeigen wollte, war das immer sehr aufwendig. Wir mussten entweder im Klassenzimmer die gesamte Technik aufbauen oder gleich in den Computerraum gehen. Heute haben wir einen Projektor und eine elektronische Tafel im Klassenzimmer und die  
10 Filmpräsentation ist nur wenige Klicks entfernt.“

- Moderne Medien haben viele Vorteile, aber ihr Nutzen im Klassenzimmer ist umstritten - besonders seit der Arzt Dr. Manfred Spitzer in seinem Bestseller „Digitale Demenz“ moderne Medien kritisiert hat. Dr. Spitzer ist der Meinung, dass Smartphones und Computer Kinder passiv machen können. Er warnt vor einer zu intensiven Benutzung von  
15 elektronischen Medien im Klassenzimmer, weil das zu einer sehr oberflächlichen Beschäftigung mit Informationen führt. Er meint, dass Computer die Schüler süchtig machen.

- Dr. Spitzer ist nicht der einzige, der sich Sorgen macht. Viele Lehrer und Lehrerinnen sowie Bildungspolitiker sind sehr kritisch, wenn es um den Einsatz neuer Medien in der  
20 Schule geht. Ihrer Meinung nach ist die Mediennutzung häufig zeitraubend, weil die Lehrer technische Probleme haben. Oft geht es beim Einsatz neuer Medien mehr um die schöne Form als um den Inhalt. Die Schüler machen bessere Fortschritte, wenn sie aktiv lernen. Auch Eltern bezweifeln die Vorteile neuer Medien; sie fordern eine Rückbesinnung auf Tafel, Kreide und Bücher.

- 25 Heike Bühler, die bald ihr Abitur in einem Heidelberger Gymnasium macht, ist der Meinung, dass moderne Technik in vielen Klassenzimmern fehlt. „Die Schulen, die ich kenne, sind digital unterschiedlich ausgerüstet. Bei uns im Gymnasium ist es nicht schlecht, doch andere Gymnasien, wo ich Freunde habe, wie auch die meisten Haupt- und Realschulen können es sich finanziell nicht leisten, immer die neuesten Geräte zu kaufen.“

- 30 Auf dieses Problem deutet Christian Spannagel, Professor in Heidelberg, hin: „Deutschland ist die stärkste Wirtschaftsnation in Europa - aber die mangelhafte digitale Ausstattung von Schulen ist ein Schwachpunkt in der bundesdeutschen Bildungspolitik.“

- Laut einer Umfrage von Deutsche Telekom beurteilen nur vier Prozent der befragten Eltern in Deutschland den Einsatz von Computern in Schulen als ausgezeichnet. Nur in  
35 einer von zehn Schulen hat jeder Schüler im Unterricht Zugang zu einem Computer. Und nur bei jedem dritten Schüler kommt der Computer mindestens einmal pro Woche im Unterricht zum Einsatz. Bei 30 Prozent wird der Computer im Unterricht überhaupt nicht benutzt.

- Professor Spannagel ist überzeugt, dass dieses Problem erst dann gelöst wird, wenn die  
40 Schüler ihre eigenen Geräte mitbringen dürfen. Aber nicht alle Schulen erlauben den Schülern ihre Handys als Lerninstrumente zu benutzen. In einigen Schulen gibt es eine Regel in der Schulordnung, die sagt, dass Handys und Smartphones im Unterricht

ausgeschaltet sein müssen. Man kann aber eine Ausnahme machen, wenn der Lehrer die Benutzung ausdrücklich erlaubt.

- 45 Im Allgemeinen sind die Umfrageergebnisse für Lehrer nicht sehr gut. Etwa die Hälfte aller Schüler bewertet die Medienkompetenz von Lehrern als negativ. Jeder dritte Schüler bezeichnet die Computerkenntnisse ihrer Lehrer als „mangelhaft“. Die meisten Lehrer nutzen die Hard- und Software nur, um Filme oder Präsentationen zu zeigen. Die Produktion von Hörspielen, Podcasts oder Filmen zu Unterrichtsthemen bleibt noch die  
50 Ausnahme.

Professor Spannagel erklärt, dass Lehrer oft unsicher und ängstlich im Umgang mit der neuen Technik sind. Lehrer haben einen stressigen Alltag und deshalb kaum Zeit, auf dem neusten Stand der aktuellen Medienentwicklung zu bleiben. Er glaubt, dass eine andere Haltung nötig ist. Lehrer brauchen mehr Experimentierfreude und sollten weniger Angst  
55 haben, Fehler zu machen, damit digitale Medien mehr und mehr als Lerninstrument an deutschen Schulen zu finden sind.

## MARKS

### Questions

Re-read lines 1–10

1. According to the text, why is technology increasingly present in schools nowadays? State **two** things. 2
2. Karl-Otto Kirst explains how digital media have changed his lessons over the last ten years. What has changed? Give any **three** details. 3

Re-read lines 11–24

3. According to Dr Spitzer's research, what impact can the use of smartphones and computers have on children? State any **two** things. 2
4. What criticism do many teachers and politicians make of new media in schools? Give any **two** details. 2

Re-read lines 25–44

5. Heike Bühler states that many German classrooms lack technology. What does she know from her own experience? Give **three** details. 3
6. According to a survey by Deutsche Telekom, what evidence is there that German pupils are not getting enough access to computers in their schools? Give any **three** details. 3
7. What does Professor Spannagel suggest to overcome this lack of technology in schools? State **one** thing. 1

Re-read lines 51–56

8. What reasons does Professor Spannagel give for some teachers' lack of confidence about the new media? State two things. 2
9. Now consider the article as a whole. Does the writer give a positive or a negative view of the use of digital media in German classrooms? Give reasons for your answer with reference to the text. 2
10. Translate into English:  
"Im Allgemeinen ..... zu zeigen." (*lines 45–48*) 10

[END OF SPECIMEN QUESTION PAPER]



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Reading

## Marking Instructions

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

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## General Marking Principles for Higher German 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) The marks available in this Paper are as follows:
  - (i) The first set of questions (worth 18 marks in total) requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-3 marks.
  - (ii) The penultimate question is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 2 marks available for reference to the text and detailed comment. Pegged Marks (2/1/0) and associated commentary are available with further guidance in the appropriate section of the Marking Instructions for Reading which forms part of this document.
  - (iii) The last question is the translation. For this question candidates must translate the underlined section of the text. The section for translation will be divided into five sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (f) 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.

## Marking Instructions for each Question

Question		Expected answer(s)	Max mark	Additional guidance
1		<ul style="list-style-type: none"> <li>Smartphones, notebooks and tablets are /Technology is part of everyday life for teenagers (in Germany)</li> <li>It plays an important role in learning</li> </ul>	2	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.
2		<ul style="list-style-type: none"> <li>Before, a lot of effort was involved or he had to set up the technology in his classroom</li> <li>Before, he had to go to a computer room</li> <li>Nowadays there is a whiteboard in every classroom</li> <li>Nowadays a film presentation is only a few clicks away</li> <li>(There must be a comparison between then and now)</li> </ul> <p><i>Any 3 points from possible 5 for 3 marks</i></p>	3	Markers should ignore extraneous material that does not contradict the answer
3		<ul style="list-style-type: none"> <li>Smartphones and computers can make children passive/inactive</li> <li>Children only deal with information in a superficial way</li> <li>Computers make pupils addicted</li> </ul> <p><i>Any 2 points from possible 3 for 2 marks</i></p>	2	

Question		Expected answer(s)	Max mark	Additional guidance
4		<ul style="list-style-type: none"> <li>Using media is (often) a time-waster</li> <li>Teachers experience technical problems</li> <li>The form is more important than the content</li> </ul> <p><i>Any 2 points from possible 3 for 2 marks</i></p>	2	
5		<ul style="list-style-type: none"> <li>Each school (he knows) has a different amount of technical equipment / it varies from school to school</li> <li>His own (grammar) school is not bad</li> <li>Many schools cannot afford to provide the newest machines/computers</li> </ul>	3	
6		<ul style="list-style-type: none"> <li>Only 4% of parents consider the use of computers in schools to be excellent</li> <li>In only one in ten schools does every pupil have access to a computer in lessons</li> <li>Only every third pupil uses computers once a week</li> <li>30% of pupils do not use computers in lessons at all</li> </ul> <p><i>Any 3 points from possible 4 for 3 marks</i></p>	3	
7		<ul style="list-style-type: none"> <li>Pupils should be allowed to use their own computers / machines / devices</li> </ul>	1	



Question		Expected answer(s)	Max mark	Additional guidance								
8		<ul style="list-style-type: none"> <li>Teachers have a stressful daily routine</li> <li>They don't have the time to keep up with current developments in technology</li> </ul>	2									
9		<p>Outline of possible answers:</p> <p>The writer is mostly negative for the following reasons:</p> <ul style="list-style-type: none"> <li>He quotes from people (teachers, academics, politicians and pupils) who give a negative view</li> <li>He says that Germany is behind other countries</li> <li>He quotes statistics that demonstrate this</li> <li>He contrasts Germany's economic success with the lack of technology available in schools</li> </ul>	3	<p>Markers must apply the following guidance in addition to the suggested Marking Instruction for this question:</p> <table border="1"> <thead> <tr> <th>Marks</th> <th>Commentary</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in these marking instructions.</td> </tr> <tr> <td>1</td> <td>The candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification.</td> </tr> <tr> <td>0</td> <td>The candidate's answer simply provides information to be found in the text by simply re-stating answers to previous questions.</td> </tr> </tbody> </table>	Marks	Commentary	2	The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in these marking instructions.	1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification.	0	The candidate's answer simply provides information to be found in the text by simply re-stating answers to previous questions.
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0	The candidate's answer simply provides information to be found in the text by simply re-stating answers to previous questions.											

Question		Expected answer(s)	Max mark	Additional guidance
10	1	<ul style="list-style-type: none"> <li>In general the survey results for teachers are not very good.</li> </ul>	2	<p>The translation into English is allocated 10 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown.</p> <p><b>2 - Good:</b> Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.</p> <p><b>1 - Satisfactory:</b> Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English.</p> <p><b>0 - Unsatisfactory:</b> The candidate fails to demonstrate sufficient understanding of the essential idea.</p>
	2	<ul style="list-style-type: none"> <li>About half of all pupils</li> </ul>	2	
	3	<ul style="list-style-type: none"> <li>evaluate the teachers' competence at using media as negative</li> </ul>	2	
	4	<ul style="list-style-type: none"> <li>Every third pupil described their teachers' knowledge of computers as lacking</li> </ul>	2	
	5	<ul style="list-style-type: none"> <li>Most teachers <b>only</b> use hardware and software to show films or presentations</li> </ul>	2	

[END OF SPECIMEN MARKING INSTRUCTIONS]

**Published:** January 2017

**Change since last published:**

Amendments to General Marking Principles.