



National
Qualifications
SPECIMEN ONLY

S834/77/12

**German
Listening and Discursive Writing**

Date — Not applicable

Duration — 1 hour 20 minutes

Total marks — 70

SECTION 1 — LISTENING — 30 marks

Attempt ALL questions.

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 number you are attempting.

SECTION 2 — DISCURSIVE WRITING — 40 marks

Attempt ONE question.

Write your answer clearly, in **German**, in the answer booklet provided. In the answer booklet you must clearly identify which question number 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 8 3 4 7 7 1 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

Attempt ONE question

Write an essay, in **German**, of about 250–300 words discussing **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
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S834/77/22

**German
Listening Transcript**

Date — Not applicable

Duration — 1 hour 20 minutes

This paper must not be seen by any candidate.

The material overleaf is provided for use in an emergency only (for example 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 8 3 4 7 7 2 2 *

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 of item number one, pause for the length of time indicated in brackets after the item, to allow the candidates to write their answers.

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

(t) Item number one

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 number one.

- (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 Mädchen mehr 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 number two

Listen to Anna and Ralph discussing their experience with the German educational system.

You now have one minute to study the questions for item number two.

- (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.

(2 minutes)

(t) You now have five minutes to look over your answers.

(5 minutes)

(t) End of test.

[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

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Award a mark for each answer. Marks are not transferable between questions and the answers for each question must come from the item.
- (d) Award marks according to the accuracy and relevance of the candidate's answers. Award marks where the answer is accurate but expressed in their own words.

Marking instructions for each question

Listening

Item 1

Question		Expected response(s)	Max mark	Additional guidance
1.	(a)	<ul style="list-style-type: none"> PISA is a comparison of knowledge and abilities of 15-year-olds 	2	Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidate responses. Ignore extraneous material that does not contradict the answer.
	(b) (i)	<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>Any 2 from 3</p>	2	
	(ii)	<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>Any 3 from 4</p>	3	
	(c) (i)	<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>Any 2 from 4</p>	2	
	(ii)	<ul style="list-style-type: none"> The predominance of women in education/lack of male role models 	1	

Item 2

Question		Expected response(s)	Max mark	Additional guidance
2.	(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>Any 2 from 3</p>	2	<p>Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidate responses.</p> <p>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>Any 3 from 4</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	
	(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>Any 3 from 4</p>	3	

Question		Expected response(s)	Max mark	Additional guidance
	(e)	<ul style="list-style-type: none"> • The attitude of the teacher • The teacher's ability to motivate the pupils 	2	Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidate responses. Ignore extraneous material that does not contradict the answer.
	(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>Any 2 from 3</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>Any 3 from 6</p>	3	
	(h)	<ul style="list-style-type: none"> • No specific roles • Everyone works together • Men and women should be equal <p>Any 2 from 3</p>	2	

General marking principles for Advanced Higher German Discursive Writing

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Marking should be holistic. There may be strengths and weaknesses; focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Award marks for the candidate's demonstration of ability in the three main characteristics of writing:
 - (i) content
 - (ii) accuracy
 - (iii) language resource.
- (d) Using the pegged marks table 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 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 available marks.
- (e) If you 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) Award the highest pegged mark for writing even if there are minor errors, when these do not detract from the overall impression.
- (g) Candidates are instructed to write 250–300 words. Apply the general and detailed marking instructions even where the length of the piece of writing falls outside this range.

Mark	Content	Accuracy	Language resource
	The candidate:		
40 or 36	<ul style="list-style-type: none"> writes in a well organised and structured way uses content which is relevant to the title readily adapts learned material as appropriate to the task addresses the stimulus fully presents different arguments or viewpoints and draws a conclusion produces a comprehensive, competent, well thought-out response in which the language flows well. 	<ul style="list-style-type: none"> demonstrates a very good degree of grammatical accuracy corresponding to the level uses a comprehensive range of verbs accurately and tenses are consistent and accurate demonstrates confident handling of all aspects of grammar and spelling may make some minor errors which do not detract from the overall very good impression. 	<ul style="list-style-type: none"> uses complex and sophisticated language throughout uses a wide range of structures and vocabulary appropriate to Advanced Higher uses a comprehensive range of verbs/verb forms and tenses demonstrates good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order makes very good use of co-ordinating conjunctions and subordinate clauses throughout may demonstrate some flair.
32 or 28	<ul style="list-style-type: none"> writes in an organised and structured way uses content which is mostly relevant to the title may use learned material but not always appropriately addresses the stimulus presents different arguments or viewpoints and draws a conclusion produces a competent, well thought-out response. 	<ul style="list-style-type: none"> demonstrates a good degree of grammatical accuracy corresponding to the level uses a range of verbs accurately and tenses are mostly consistent and accurate may make a few serious errors in spelling and/or punctuation which occasionally detract from the overall impression. 	<ul style="list-style-type: none"> mostly uses complex and sophisticated language uses a range of structures and vocabulary appropriate to Advanced Higher uses a range of verbs/verb forms and tenses makes good use of co-ordinating conjunctions and subordinate clauses throughout may occasionally repeat structures, verbs, etc.

Mark	Content	Accuracy	Language resource
	The candidate:		
24 or 20	<ul style="list-style-type: none"> • writes with some sense of structure • uses content which is mostly relevant to the title • may rely on the use of learned material • attempts to address the stimulus • attempts to present different arguments or viewpoints and to draw a conclusion • produces a competent response. 	<ul style="list-style-type: none"> • demonstrates an adequate degree of grammatical accuracy corresponding to the level • mostly uses verbs accurately and tenses are generally consistent and accurate • demonstrates spelling and punctuation which are generally correct • makes errors, some of which may be serious, in some parts of speech - personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion • produces more correct language than incorrect. 	<ul style="list-style-type: none"> • attempts to use complex and sophisticated language • attempts to use a range of vocabulary and structures appropriate to Advanced Higher • uses a few different verbs/verb forms and tenses • attempts to use co-ordinating conjunctions and subordinate clauses. • may repeat structures, verbs, etc • may demonstrate some dictionary misuse.
16 or 12	<ul style="list-style-type: none"> • produces writing which is lacking in structure • uses content which lacks relevance to the title • may rely heavily on the use of learned material • addresses the stimulus in a limited way • may find it difficult to present different arguments or viewpoints and to draw a conclusion. 	<ul style="list-style-type: none"> • demonstrates an inadequate degree of grammatical accuracy corresponding to the level • may not be able to use verbs and form tenses accurately • may use basic structures accurately but control of the language can deteriorate significantly • makes errors, many of which are serious and may impede communication • demonstrates an inadequate degree of accuracy in spelling and, where appropriate, word order • overall produces more incorrect than correct language. 	<ul style="list-style-type: none"> • uses a limited amount of complex and sophisticated language • uses a limited range of structures and vocabulary appropriate to Advanced Higher • may use few co-ordinating conjunctions and subordinate clauses • may use language which is largely repetitive • may demonstrate unidiomatic translation from English and/or examples of dictionary misuse.

Mark	Content	Accuracy	Language resource
	The candidate:		
8 or 4	<ul style="list-style-type: none"> • produces writing which is unstructured and lacks organisation • uses content which lacks relevance to the title • may not address the stimulus • presents few arguments or viewpoints and has difficulty drawing a conclusion. 	<ul style="list-style-type: none"> • demonstrates serious grammatical inaccuracies corresponding to the level • may not be able to use verbs and form tenses accurately • does not use basic structures accurately and control of the language deteriorates significantly • makes frequent errors, many of which are serious and impede communication throughout • demonstrates an insufficient degree of accuracy in spelling and, where appropriate, word order. 	<ul style="list-style-type: none"> • uses a very limited amount of complex and sophisticated language • uses a very limited range of structures and vocabulary appropriate to Advanced Higher • may not cope with more than one or two basic verbs/verb forms and tenses • uses language which is largely repetitive • demonstrates unidiomatic translation from English, other language interference and/or examples of serious dictionary misuse.
0	<ul style="list-style-type: none"> • produces writing which is unstructured • uses content which is irrelevant to the title • is unable to address the stimulus • is unable to present arguments or viewpoints and/or draw a conclusion. 	<ul style="list-style-type: none"> • demonstrates little or no evidence of grammatical accuracy corresponding to the level • has great difficulty in spelling most words correctly and, where appropriate, demonstrates little or no knowledge of word order • makes many serious errors which impede communication throughout. 	<ul style="list-style-type: none"> • does not use complex and sophisticated language • makes little or no use of structures, verbs/verb forms and other language features • demonstrates unidiomatic translation from English, other language interference and/or examples of serious dictionary misuse.

[END OF SPECIMEN MARKING INSTRUCTIONS]