

FOR OFFICIAL USE

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Examiner's Marks	
A	
B	

Total Mark

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# X060/12/02

NATIONAL  
QUALIFICATIONS  
2012

TUESDAY, 22 MAY  
3.00 PM – 4.00 PM

GERMAN  
HIGHER  
Listening/Writing

**Fill in these boxes and read what is printed below.**

Full name of centre

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Town

--

Forename(s)

--

Surname

--

Date of birth

Day    Month    Year

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Scottish candidate number

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Number of seat

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**Do not open this paper until told to do so.**

Answer Section A in **English** and Section B in **German**.

### Section A

Listen carefully to the recording with a view to answering, **in English**, the questions printed in this answer book. Write your answers **clearly and legibly** in the spaces provided after each question.

**You will have 2 minutes to study the questions before hearing the dialogue for the first time.**

The dialogue will be played **twice**, with an interval of 2 minutes between the two playings.

You may make notes at any time but only in this answer book. **Score out any notes before you hand in the book.**

Move on to Section B when you have completed Section A: you will **not** be told when to do this.

### Section B

**Do not** write your response in this book: **use the 4 page lined answer sheet.**

You will be told to insert the answer sheet inside this book before handing in your work.

You may consult a German dictionary at any time during **both** sections.

Before leaving the examination room you must give this book to the Invigilator. If you do not, you may lose all the marks for this paper.



**Section A***Marks*

Svenja, a German girl, recently spent a year in a school in Britain.

1. (a) What does Svenja say about the wearing of school uniform in many countries? **1**
  
- (b) In which **two** countries other than Britain are uniforms compulsory? **1**
  
2. When Svenja was in Britain, what uniform did she have to wear, apart from a tie and blazer? Mention **two** things. **2**
  
3. Why did wearing a school uniform not bother her? **2**
  
4. In what ways did some girls try to individualise their school uniforms? **2**
  
5. What steps did other girls take to show their individuality? Mention **one** thing. **1**
  
6. To what extent did designer clothes play a role in Svenja's life? **1**

Marks

7. What was **one** of the problems that Svenja was aware of with some families and designer clothes?
8. To what extent do school uniforms still show who has money and who does not? Mention **two** things.
9. What does Svenja say about the uniforms of pupils from better-off families?
10. What happened in her British school, if a pupil arrived at school not wearing uniform?
11. According to Svenja, what **two** conditions would have to be met, before a school uniform could be introduced in Germany?
12. What information does Svenja give about the uniform at one school in Hamburg?

1  
2  
2  
2  
2  
1

(20)

[Turn over for Section B on *Page four*

**Section B***Marks*

Die Uniform in ihrer englischen Schule hat Svenja nicht gestört. Und du, was sind für dich die Vor- und Nachteile einer Schuluniform? Findest du es wichtig, die neueste Mode oder die richtige Marke zu tragen?

Schreibe 120 – 150 Worte zu diesen Fragen!

**10****(30)**

**USE THE 4 PAGE LINED ANSWER SHEET FOR YOUR ANSWER TO  
SECTION B**

*[END OF QUESTION PAPER]*