



National  
Qualifications  
2016

**X734/76/11**

**German  
Reading**

WEDNESDAY, 1 JUNE

9:00 AM – 10:40 AM

**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.



\* X 7 3 4 7 6 1 1 \*

Total marks — 30

Attempt ALL questions

Read the whole article carefully and then answer, in **English**, ALL the questions that follow.

While reading an online German magazine, you come across an article about how young people like to learn.

Die Freude am Lernen ist der Schlüssel zum Erfolg. Wenn das Lernen den Schulkindern Spaß macht, lernen sie schneller und besser.

Laut einer neuen Studie im Jugendmagazin „Zeit Leo“ haben die meisten Schüler an deutschen Schulen nicht immer Spaß am Lernen. Während Schüler in der Grundschule noch zu 53 Prozent der Meinung sind, dass das Lernen Spaß macht, sagen das nur sechs Prozent der 13-Jährigen.

Michael Felten, Lehrer am Schiller-Gymnasium in Düsseldorf, erklärt das Ergebnis der Studie: „Diese Lern-Unlust ist nichts Neues. Ich selbst habe im Laufe meiner langen Karriere viele Schüler gesehen, die in der Grundschule recht motiviert waren. Später jedoch, in der Sekundarschule, waren genau dieselben Schüler demotiviert und haben sich nicht mehr im Unterricht bemüht. Meiner Meinung nach ist die Hauptaufgabe der Lehrer, das Lernprogramm und die Aufgaben so zu strukturieren, dass die Schüler Fortschritte machen. Das motiviert Schüler—selbst wenn das Thema nicht besonders spannend ist.“

Michael Felten hat das sogar mit seiner eigenen Tochter Martina erlebt. Mit 14 Jahren begann sie regelmäßig die Schule zu schwänzen. Im Unterricht langweilte sie sich zu Tode, weil sie einfach zu viele Fakten pauken musste und der Lehrplan fast nie interessant war. Es ist wichtig, dass Kinder wissen, was sie lernen, warum und in welchem Kontext das Lernmaterial steht. Wenn die Schüler im Lernprozess aktiv sind, haben sie mehr Spaß.

Martina Felten, jetzt 23 Jahre alt, weiß ganz genau, warum ihre Schuljahre so frustrierend waren. „Spaß ist das Wichtigste im Klassenzimmer,“ meint Martina. „Die Schüler verlieren das Interesse, wenn die Lernmethoden nicht abwechslungsreich sind. Lehrer sollten den Unterricht vorsichtig planen, damit die Schüler am Ende ein Gefühl von Erfolg haben.“

Die meisten Schüler wissen ganz genau, wie sie am liebsten lernen: Die Arbeit soll projektorientiert sein und eine Verbindung zu ihrem Alltagsleben haben. Fast 40% der Schüler, die an der Studie teilgenommen haben, wünschen sich mehr Projektarbeit im Unterricht. Jeder fünfte Schüler meint, am besten zu lernen, wenn der Unterricht mit dem Alltag zu tun hat. Und was hat den Schülern am besten gefallen? Eine spannende Geschichte natürlich — so hat der Unterricht am meisten Spaß gemacht.

45% der Schüler finden den Unterricht unterhaltsamer, wenn sie mit Computern oder Tablets lernen dürfen. In erster Linie sind es die Grundschüler, die davon begeistert sind. Diese Faszination für die digitale Welt liegt daran, dass man multimedial mit Bildern und Ton arbeitet. Dazu kommt ein weiterer Vorteil: Der Schüler kann selber entscheiden, auf welchem Niveau er arbeitet.

Ein guter Lehrer ist ständig bemüht, Interesse und Begeisterung bei seinen Schülern zu wecken. Michael Felten ist keine Ausnahme — „Meine Schüler sind davon begeistert, Neues zu erfahren. Je jünger die Schüler sind, desto häufiger haben sie Erfolgserlebnisse beim Lernen. Mit zunehmendem Alter erleben die Schüler aber immer öfter demotivierende und frustrierende Situationen.“ Für Felten ist die Lösung klar: Er möchte mehr individuelle Ziele für Schüler sehen und er ist auch der Meinung, dass der Unterricht flexibler sein sollte. Die Schüler sollten die Gelegenheit haben, ihre eigenen Interessen und Ideen einzubringen.

Aber in manchen deutschen Schulen sieht die Realität oft ganz anders aus. Erstens haben die Lehrer meist nicht genug Zeit, jede Unterrichtsstunde präzise zu planen, weil sie sehr viele andere Dinge organisieren müssen.

- 45 Zweitens sind nicht alle Schulen in Deutschland ausreichend mit moderner Technologie, zum Beispiel mit elektronischen Tafeln, ausgestattet.

Ein weiteres Problem für Lehrer ist, dass sich ihre Schüler im Teenager-Alter mehr für ihr Leben außerhalb der Schule interessieren.

- 50 Obwohl die Qualität des Unterrichts für den Lernerfolg entscheidend ist, sollte man den Einfluss persönlicher Interessen auf Motivation und Lernbereitschaft nicht unterschätzen.

MARKS

Questions

Re-read lines 1–6

1. What positive effect does enjoyment have on pupils' learning? 1

Re-read lines 7–13

2. In what way do primary and secondary pupils differ in attitudes to learning? 2
3. According to Michael Felten, what is the main task of a teacher? Give **two** details. 2

Re-read lines 14–18

4. Felten goes on to talk about his daughter's experience.
- (a) What was the first sign that Felten's daughter was unhappy at school? 1
- (b) Why was she bored in class? State **two** things. 2

Re-read lines 23–28

5. The article then discusses learning styles.
- (a) According to statistics, in what ways do children like to learn? State **two** things. 2
- (b) What do pupils enjoy most of all? 1

Re-read lines 29–33

6. Why do pupils in primary school like to work with digital media? State **two** things. 2

[Questions 7 to 11 are on Page 04

Re-read lines 34–41

7. According to Michael Felten, what is the solution to the problem of pupils' increasing lack of interest in lessons? State any **two** things.

2

Re-read lines 42–46

8. What problems do teachers face with regard to:

(a) time?

1

(b) equipment?

1

Re-read lines 47–50

9. What additional problems do teachers face?

1

10. Now consider the article as a whole.

According to the writer, what various factors are responsible for encouraging successful learning in schools? Give details from the article to justify your answer.

2

11. Translate into English:

„Spaß ist das Wichtigste . . . von Erfolg haben.“ (lines 20–22)

10

[END OF QUESTION PAPER]

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National  
Qualifications  
2016

Mark

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**X734/76/02**

**German  
Directed Writing**

WEDNESDAY, 1 JUNE

9:00 AM – 10:40 AM



\* X 7 3 4 7 6 0 2 \*

Fill in these boxes and read what is printed below.

Full name of centre

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Town

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Forename(s)

--

Surname

--

Number of seat

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Date of birth

Day

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Month

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Year

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Scottish candidate number

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**Total marks — 10**

Choose ONE scenario on *Page 02* and write your answer clearly, in **German**, in the space provided in this booklet. You must clearly identify the scenario number you are attempting.

You may use a German dictionary.

Additional space for answers is provided at the end of this booklet.

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

There is a separate answer booklet for Reading. You must complete your answers for Reading in the answer booklet for Reading.

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



\* X 7 3 4 7 6 0 2 0 1 \*

## Total marks — 10

Choose **one** of the following two scenarios.

**SCENARIO 1: Culture**

Last year you and your friend went to Germany to visit your friend's German relatives.

Your teacher has asked you to write, **in German**, about your experiences for your school website.

**You must include** the following information and **you should try to add** other relevant details:

- where you went **and** how you got there
- what the local area was like
- what you did during your stay
- whether you would recommend this experience to others

You should write approximately 120–150 words.

**OR**

**SCENARIO 2: Employability**

Last summer you had a holiday job in Germany.

On your return you were asked to write, **in German**, about your experience for the foreign language section of your school/college website.

**You must include** the following information and **you should try to add** other relevant details:

- what job you did **and** what it was like
- what you did during the working day
- what you did in the evenings after work
- whether you would recommend a holiday job abroad

You should write approximately 120–150 words.



\* X 7 3 4 7 6 0 2 0 2 \*











ADDITIONAL SPACE FOR ANSWERS

MARKS  
DO NOT  
WRITE IN  
THIS  
MARGIN



\* X 7 3 4 7 6 0 2 0 7 \*

ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT  
WRITE IN  
THIS  
MARGIN



FOR OFFICIAL USE



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National  
Qualifications  
2016

Mark

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**X734/76/03**

**German  
Listening and Writing**

WEDNESDAY, 1 JUNE

11:00 AM – 12:00 NOON



\* X 7 3 4 7 6 0 3 \*

Fill in these boxes and read what is printed below.

Full name of centre

--

Town

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Forename(s)

--

Surname

--

Number of seat

--

Date of birth

Day

--	--

Month

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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, in **English**, in the spaces provided.

**SECTION 2 — WRITING — 10 marks**

Write your answer, 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.



\* X 7 3 4 7 6 0 3 0 1 \*

SECTION 1 — LISTENING — 20 marks

Attempt ALL questions

Item 1

You listen to a German radio report about the population of cities and rural areas in Germany.

- (a) A recent study has shown that more and more Germans leave small towns and villages. What evidence is there of this? State any **one** thing. 1

\_\_\_\_\_

- (b) According to social researchers, young people are the first to move into big cities. Why is this? State any **two** things. 2

\_\_\_\_\_

\_\_\_\_\_

- (c) Over-population can lead to problems in big cities. What are these problems? State any **two**. 2

\_\_\_\_\_

\_\_\_\_\_

- (d) The German government wants to improve the situation in rural areas.  
 (i) What help will be available? State any **one** thing. 1

\_\_\_\_\_

- (ii) In what ways will these areas benefit? State any **one** thing. 1

\_\_\_\_\_

- (e) Consider the report as a whole. What does the report say about the situation of different areas in Germany? Tick (✓) the most appropriate box. 1

	Tick (✓)
Rural areas are attractive for families.	
Rural areas require significant development.	
Most people prefer life in a town to life in the countryside.	





Item 2

Vanessa, a German teenager, has moved from the city of Berlin to a small village.

- (a) Vanessa describes her new house. What does she say? State any **one** thing. 1  


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- (b) Vanessa does not enjoy country life. Why is this? Give any **two** reasons. 2  


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- (c) Why did her parents decide to buy a house in the country? Give any **two** reasons. 2  


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- (d) Vanessa talks about her parents' jobs.
  - (i) Her mother is a vet. What does Vanessa say about this? State **two** things. 2  


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  - (ii) Her father is an architect. What further information does Vanessa give about his job? State **two** things. 2  


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- (e) Vanessa still sees her friends a lot. Why is this? State any **two** things. 2  


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- (f) Vanessa concludes that she wants to move back to Berlin. What has she done to make sure this happens? State **one** thing. 1  


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ANSWER SPACE FOR SECTION 2 (continued)

Horizontal lines for writing answers.

[END OF QUESTION PAPER]



\* X 7 3 4 7 6 0 3 0 6 \*

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

ADDITIONAL SPACE FOR ANSWERS



\* X 7 3 4 7 6 0 3 0 7 \*

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

ADDITIONAL SPACE FOR ANSWERS



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