



National
Qualifications
2014

2014 German Reading

National 5

Finalised Marking Instructions

© Scottish Qualifications Authority 2014

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

General Marking Principles for National 5 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) Award a mark to each answer. Marks are not transferable between questions.

Detailed Marking Instructions for each Question - Reading

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)	Any TWO of THREE: <ul style="list-style-type: none"> • Work with a teacher in a small group • Discuss (their) <u>work</u> (with other pupils/teachers) • Develop/improve their talents/ideas 	2	meet other pupils show/share talent
	(b)	Any TWO of THREE: <ul style="list-style-type: none"> • You can <u>plan</u> (things) <u>better</u> • You have (much more) freedom • You learn to be independent 	2	freetime You can learn/work independently
	(c)	(i)	1	She said nothing to the group
		(ii)	2	can learn with people in her group has got over her anxiety
	(d)	Any TWO of THREE: <ul style="list-style-type: none"> • Appearance/the way you look/your look matters/is important • To <u>keep/maintain/make</u> (better) eye contact • To speak <u>more</u> slowly/<u>more</u> clearly 	2	Outlook/Look <u>s</u> is/are important
	(e)	Tick at BOX 3 : <ul style="list-style-type: none"> • Pupils who like working with others ✓ Deduct a point for an extra tick (over one) 	1	
			10	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
2.	(a)	<ul style="list-style-type: none"> People/Humans going to the cinema/the number of cinema visitors/people going through/to the door(s) 	1	Men
	(b)	<p>Any ONE of TWO:</p> <ul style="list-style-type: none"> The (inter(national)) credit crunch/financial crisis/ credit crisis/economic crisis <u>Many</u>/(many) <u>people</u> have less/not enough/little money (at their disposal) 	1	<p>Job crisis</p> <p>There is little money/no money</p>
	(c)	<ul style="list-style-type: none"> They have enough parking spaces (for everyone)/ Plenty of parking <u>Tickets</u> on special offer <u>twice a week/2 days a week</u> A (10%) discount for <u>regular visitors/regulars</u> 	3	Any mention of “cards”
	(d)	<ul style="list-style-type: none"> (More and more) people have <u>big(ger)</u> screens/ <u>big(ger)</u> screen TVs/<u>big(ger)</u> TVs You can pause the film/it (when you want) You can download/watch the <u>latest/newest/new/</u> (most) recent films/hits 	3	
	(e)	<ul style="list-style-type: none"> <u>Seven German</u> films were made/appeared/opened (in 3D) <u>last year</u> <p>NB: It must be clear that they are/were <u>German</u> films</p> <ul style="list-style-type: none"> More than any country except the USA 	2	Including the USA
			10	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
3.	(a)	Tick at BOXES 2 and 3 : <ul style="list-style-type: none"> • Washing clothes • Showering Deduct one mark for each extra tick over 2	2	
	(b)	<ul style="list-style-type: none"> • Well/fountain • River/burn 	2	
	(c)	<ul style="list-style-type: none"> • Dirty water/it leads to/carries (serious/bad) illness(es)/disease(s)/can make you sick/ill • (Can often be) fatal/deadly NB: It leads to deadly diseases = 2 marks	2	Poor health/feel unwell
	(d)	<ul style="list-style-type: none"> • (German) factories/industry <u>use(s) a lot/quantities of chemicals/chemical products</u> • The chemicals/they are (sometimes) poisonous/flow into the rivers (Please ensure that 'they' refers to a mention of chemicals in BP 1) 	2	The Germans use chemicals doing housework Factories make/produce many chemical products
	(e)	Any TWO of THREE: <ul style="list-style-type: none"> • Water the plants/garden (no more than) once a week/(only) once a week • Don't leave the tap running/Turn the tap off • (Only) switch on/use the dishwasher when it is full 	2	Don't run the tap
			10	



National
Qualifications
2014

2014 German Writing

National 5

Finalised Marking Instructions

© Scottish Qualifications Authority 2014

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.



General Marking Principles for National 5 German Writing

Task: E-mail application for a job in this country or abroad, including information specified in six bullet points.

Assessment process:

Candidates will write a piece of extended writing in the modern language by addressing six bullet points. These bullet points will follow on from a job-related scenario. The bullet points will cover the four contexts of society, learning, employability and culture to allow candidates to use and adapt learned material. The first four bullet points will be the same each year and the last two will change to suit the scenario. Candidates need to address these ‘unpredictable bullet points’ in detail to access the full range of marks.

With reference to *Content*, *Accuracy* and *Language resource*, assess the overall quality of the candidate’s response and allocate it to a pegged mark. It is important to assess how candidates have addressed bullet points and detail in relation to this as highlighted in bold in *Content*.

Category	Mark	Content	Accuracy	Language resource - variety, range, structures
Very good	20	<p>The job advert has been addressed in a full and balanced way. The candidate uses detailed language.</p> <p>The candidate addresses the advert completely and competently, including information in response to both unpredictable bullet points.</p> <p>A range of verbs/ verb forms, tenses and constructions is used.</p> <p>Overall this comes over as a competent, well thought-out and serious application for the job.</p>	<p>The candidate handles all aspects of grammar and spelling accurately, although the language may contain one or two minor errors.</p> <p>Where the candidate attempts to use language more appropriate to Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression.</p>	<p>The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence.</p> <p>Some modal verbs and infinitives may be used.</p> <p>There is good use of adjectives, adverbs and prepositional phrases and, where appropriate, word order. There may be a range of tenses.</p> <p>The candidate uses co-ordinating conjunctions and/or subordinate clauses where appropriate.</p> <p>The language of the e-mail flows well.</p>

Category	Mark	Content	Accuracy	Language resource - variety, range, structures
Good	16	<p>The job advert has been addressed competently.</p> <p>There is less evidence of detailed language.</p> <p>The candidate uses a reasonable range of verbs/verb forms.</p> <p>Overall, the candidate has produced a genuine, reasonably accurate attempt at applying for the specific job, even though he/she may not address one of the unpredictable bullet points.</p>	<p>The candidate handles a range of verbs fairly accurately.</p> <p>There are some errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure, where appropriate.</p> <p>Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately.</p> <p>There may be one or two examples of inaccurate dictionary use, especially in the unpredictable bullet points.</p>	<p>There may be repetition of verbs.</p> <p>There may be examples of listing, in particular when referring to school/college experience, without further amplification.</p> <p>There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences.</p> <p>The candidate keeps to more basic vocabulary, particularly in response to either or both unpredictable bullet points.</p>
Satisfactory	12	<p>The job advert has been addressed fairly competently.</p> <p>The candidate makes limited use of detailed language.</p> <p>The language is fairly repetitive and uses a limited range of verbs and fixed phrases, eg <i>I like, I go, I play.</i></p>	<p>The verbs are generally correct, but may be repetitive.</p> <p>There are quite a few errors in other parts of speech – gender of nouns, cases, singular/ plural confusion, for instance.</p> <p>Prepositions may be missing, eg <i>I go the town.</i></p>	<p>The candidate copes with the first and third person of a few verbs, where appropriate.</p> <p>A limited range of verbs is used.</p> <p>Sentences are basic and mainly brief.</p> <p>There is minimal use of adjectives, probably mainly after <i>is</i> eg <i>Chemistry is interesting.</i></p>

Category	Mark	Content	Accuracy	Language resource - variety, range, structures
		<p>The candidate copes fairly well with areas of personal details, education, skills, interests and work experience but does not deal fully with the two unpredictable bullet points and indeed may not address either or both of the unpredictable bullet points.</p> <p>On balance however the candidate has produced a satisfactory job application in the specific language.</p>	Overall, there is more correct than incorrect.	<p>The candidate has a weak knowledge of plurals.</p> <p>There may be several spelling errors, eg reversal of vowel combinations.</p>
Unsatisfactory	8	<p>The job advert has been addressed in an uneven manner and/or with insufficient use of detailed language.</p> <p>The language is repetitive, eg <i>I like, I go, I play</i> may feature several times.</p> <p>There may be little difference between Satisfactory and Unsatisfactory.</p> <p>Either or both of the unpredictable bullet points may not have been addressed.</p> <p>There may be one sentence which is not intelligible to a sympathetic native speaker.</p>	<p>Ability to form tenses is inconsistent.</p> <p>There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion, for instance.</p> <p>Several errors are serious, perhaps showing mother tongue interference.</p> <p>The detail in the unpredictable bullet points may be very weak.</p> <p>Overall, there is more incorrect than correct.</p>	<p>The candidate copes mainly only with the personal language required in bullet points 1 and 2.</p> <p>The verbs “is” and “study” may also be used correctly.</p> <p>Sentences are basic.</p> <p>An English word may appear in the writing.</p> <p>There may be an example of serious dictionary misuse.</p>

Category	Mark	Content	Accuracy	Language resource - variety, range, structures
Poor	4	<p>The candidate has had considerable difficulty in addressing the job advert. There is little evidence of the use of detailed language.</p> <p>Three or four sentences may not be understood by a sympathetic native speaker.</p> <p>Either or both of the unpredictable bullet points may not have been addressed.</p>	<p>Many of the verbs are incorrect.</p> <p>There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions, for instance.</p> <p>The language is probably inaccurate throughout the writing.</p>	<p>The candidate cannot cope with more than one or two basic verbs.</p> <p>The candidate displays almost no knowledge of the present tense of verbs.</p> <p>Verbs used more than once may be written differently on each occasion.</p> <p>Sentences are very short.</p> <p>The candidate has a very limited vocabulary.</p> <p>Several English words may appear in the writing.</p> <p>There are examples of serious dictionary misuse.</p>
Very poor	0	<p>The candidate is unable to address the job advert.</p> <p>The two unpredictable bullet points may not have been addressed.</p> <p>Very little is intelligible to a sympathetic native speaker.</p>	<p>Virtually nothing is correct.</p>	<p>The candidate may only cope with the verbs <i>to have</i> and <i>to be</i>.</p> <p>Very few words are written correctly in the modern language.</p> <p>English words are used.</p> <p>There may be several examples of mother tongue interference.</p> <p>There may be several examples of serious dictionary misuse.</p>

[END OF MARKING INSTRUCTIONS]



National
Qualifications
2014

2014 German Listening

National 5

Finalised Marking Instructions

© Scottish Qualifications Authority 2014

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.



General Marking Principles for National 5 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.

- (c) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (d) 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.
- (e) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (f) The Marking Instructions indicate the essential idea that a candidate should provide for each answer.
- (g) The answers for each question must come from the item.
- (h) The assessment of overall purpose is always a supported question (for example, a grid) in Item 1.
- (i) There are two or three supported marks across the two items. Where there are supported marks in the form of a grid, award zero marks where a candidate ticks all boxes.

Detailed Marking Instructions for each Question

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)	<ul style="list-style-type: none"> Six months/half a year 	1	
	(b)	Any ONE of TWO: <ul style="list-style-type: none"> (She works mostly) on the till/checkout (ignore: and packs bags)/Scans the items (for customers)/(Works as) a cashier (She has to) fill/stack/refill/restock the <u>shelves</u> (every evening) 	1	Works at the counter Stacking items (with no mention of 'on shelves')/Any mention of stacking cheese
	(c)	<ul style="list-style-type: none"> (0)4.30 (pm)/16.30/half four 	1	
	(d) (i)	<ul style="list-style-type: none"> €6.50 NB: Accept 6.50 with the pound (£) or Euro (€) symbol. Accept 6.50 on its own	1	Six pounds fifty
	(ii)	<ul style="list-style-type: none"> (It is) well paid/(It's) good pay/(It is) good/a good amount 	1	(It is) fair (on its own) The job is quite good / it's enough
	(e)	Any ONE of TWO: <ul style="list-style-type: none"> friendly helpful 	1	Kind (on its own)/ <i>freundlich</i>
	(f)	Any ONE from FOUR: <ul style="list-style-type: none"> She doesn't like it (It's) tiring (It's) (so/very) boring She has to sit for a long time 	1	Stressful Repetitive (on its own)

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(g)	Tick at BOX 1 : <ul style="list-style-type: none"> about how she works part-time and also manages to help out at home. 	1	
			8	

Question		Answer	Max Mark	Unacceptable Answers
2.	(a)	<ul style="list-style-type: none"> • <u>Last/final</u> year (Ignore any mention of school) 	1	In year ten/year 10/11/12
	(b)	<ul style="list-style-type: none"> • 6.45 (am)/quarter to seven 	1	(Very) early (on its own)
	(c)	<p>Any ONE of TWO:</p> <ul style="list-style-type: none"> • (Go to) clubs/(school) orchestra • Plays the <u>violin</u> (ignore any additional wrong instrument) 	1	Study/homework club/hobbies
	(d)	<ul style="list-style-type: none"> • That she <u>does/studies/learns/has/takes three foreign/other</u> languages/French, Italian and English 	1	<u>Speaks</u> /three foreign subjects
	(e)	<p>Ticks at BOX 2 and BOX 4 NB: Deduct one mark for each extra tick over two</p> <ul style="list-style-type: none"> • She is motivated in French. • She works as well as she can. 	2	
	(f)	<ul style="list-style-type: none"> • She found it difficult/hard • She couldn't concentrate (properly in the lesson) <p>NB: 'She finds it difficult to concentrate' = 1 mark IGNORE: she is disinterested</p>	2	
	(g)	<p>Any TWO from FOUR:</p> <ul style="list-style-type: none"> • Lara/She wasn't satisfied/happy/content at school • She left school <u>at 16/this year</u> • She has found a job at/in a vet's • She is/enjoys working with animals (now) <p>NB: Do not penalise the wrong tense twice eg She is leaving school this year and will work at a vet's = 1 mark</p>	2	Any mention of working as a vet Any mention of wanting to work Working with pets

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
	(h)		<ul style="list-style-type: none"> (She hopes to do) a gap year/ (She hopes to) go to/ visit/spend time in Australia or/and New Zealand (Both countries must be mentioned) <p>NB: Allow for an answer that reflects the temporary nature of her stay in Australia and/or New Zealand</p> <ul style="list-style-type: none"> (Her dream job would) be/work with children/ Be/work in a nursery/kindergarten/(primary) school/be a nursery teacher 	2	Work/move to/emigrate to/live in
				12	

[END OF MARKING INSTRUCTIONS]