



National
Qualifications
2015

2015 German Reading

National 5

Finalised Marking Instructions

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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) 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.

Detailed Marking Instructions for each Question – Reading

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)	<ul style="list-style-type: none"> Accept any one of: Shiver/quiver/tremble/shake/quake 	1	
	(b)	<ul style="list-style-type: none"> Do not sit (at a desk) <u>for hours</u> (Take) a break/pause <u>every 90 minutes/every hour and a half/after 90 minutes</u> 	2	for a while/for ages/for an hour all 90 minutes break for 90 minutes
	(c)	<ul style="list-style-type: none"> Her <u>hands</u> sweat/she has sweaty <u>hands</u> She loses her appetite/has no appetite/can't eat <p>(Any 1 from 2)</p>	1	small appetite
	(d) (i)	<ul style="list-style-type: none"> (She practises/works on/does/goes over / prepares) it with a/her <u>friend</u> <p>NB: insist on friend (singular)</p>	1	She gets her friend to help her. Her friend helps her.
	(ii)	<ul style="list-style-type: none"> They do it in a new environment/surroundings /place in a café <u>in town/in the city</u> the <u>school</u> library <p>(Any 1 from 3)</p>	1	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(e)	<ul style="list-style-type: none"> (Exam nerves are) normal/necessary (one adjective is sufficient) NB: Exam nerves are normal and necessary would only be awarded 1 mark Without fear/worry you wouldn't take it/them seriously/ Without stress, your exams would not come first NB: "Fear of exams is normal or you wouldn't take it seriously" should be awarded 2 marks 	2	Don't take exam nerves seriously
	(f) (i)	<ul style="list-style-type: none"> <u>Failing</u> (the exam) would be/is a <u>disaster/catastrophe</u> 	1	
	(ii)	<ul style="list-style-type: none"> I (have) prepared/worked (for the exam) I hope/aim/plan to get (a) good grade(s)/mark(s)/result(s)/I will do well NB: Insist on future intention (Any 1 from 2)	1	I prepare (present tense) I <u>want</u> a good grade/Possibly getting a good mark/You might receive some good marks
			10	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
2.	(a)	<ul style="list-style-type: none"> They paid <u>half</u> of her <u>travel/trip/journey</u> (costs) 	1	Flight
	(b)	<ul style="list-style-type: none"> Contact <u>between young people / teenagers in India and Germany</u> Tolerance <u>between the (two) countries/between India and Germany/both lands</u> 	2	Children Understanding Tolerance between countries Nationalities
	(c)	<ul style="list-style-type: none"> As a sign/symbol/gesture of friendship/to show friendship/to mark her friendship 	1	To sign her friendship
	(d)	<ul style="list-style-type: none"> (Lots of) <u>outing/trips/excursions</u> <u>Every evening / night/in the evening</u> there was a celebration/party/festival There was Indian food <u>every evening/in the evening/for dinner</u> A visit/trip/went to the parliament building (in New Delhi) <p>(Any 3 from 4)</p> <p>NB: Every evening they had a party with Indian food would be awarded 2 marks. They had a party with Indian food would get 0 marks because there is no indication of regularity.</p>	3	Outing (singular)
	(e)	<ul style="list-style-type: none"> Two pupils showed her books which <u>they (had) read in German</u> NB: It must be clear that the pupils read the books Three boys told her about <u>two weeks they spent in Hamburg/Germany (with a church group) OR time spent in Hamburg/Germany with a church group</u> NB: It must be clear that the three boys spent time in Germany 	2	"Are going to read" or any other future intention

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(f)	<ul style="list-style-type: none"> BOX 2: She wants to promote understanding between the two countries 	1	
			10	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
3.	(a)	<ul style="list-style-type: none"> BOX 2: Sara's work is not perfect but she is a good pupil 	1	
	(b)	<ul style="list-style-type: none"> It was (great) <u>fun</u> It is creative <u>work</u> You can work with/use your hands You can experiment with/try out <u>new ideas</u> (Any 3 from 4)	3	Funny Manual work/she's hands on/it's hands-on work Do experiments/think of new ideas
	(c)	<ul style="list-style-type: none"> It <u>tasted</u> great/it was tasty/yummy/tasteful They sold it/you could buy it in <u>the confectioner's/in the (cake) shop/bakery</u> 	2	Her cooking was very good. A cake shop She bought it in <u>a</u> cake shop./It was bought in the cake shop
	(d)	<ul style="list-style-type: none"> (Sitting/Passing/Doing well in) exams <u>Developing/discovering/finding</u> new talent(s) (one verb needed) NB: Accept "new talents to discover/develop" despite awkward word order	2	Forgetting about exams
	(e)	<ul style="list-style-type: none"> It offers (an) insight(s) into/a view/experience of (the world of) work/You see/saw into/become familiar with (the world of) work You can <u>learn from/through</u> (your own) experience You can <u>make/get/gain</u> (personal) contact(s) (Any 2 from 3)	2	Work experience You can gain from your experience You can contact people/gives you personal contact(s)/opens up personal contact(s)/ You can close personal contact
			10	

[END OF MARKING INSTRUCTIONS]



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2015 German Writing

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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]



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2015 German Listening

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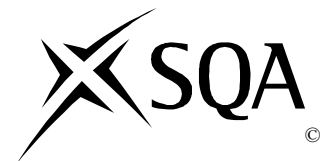
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General Marking Principles for National 5 German Listening

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- (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) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (e) The Marking Instructions indicate the essential idea that a candidate should provide for each answer.
- (f) The answers for each question must come from the item.
- (g) The assessment of overall purpose is always a supported question (for example, a grid) in Item 1.
- (h) 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"> 13th August 	1	
	(b)	<ul style="list-style-type: none"> Four years ago OR When he was 11 years old 	1	
	(c)	<ul style="list-style-type: none"> (On) Wednesday(s)/every Wednesday Every <u>second/other</u> weekend <u>Four weeks</u> in the (school) holidays <p>(Any 2 from 3)</p>	2	Mid-week/middle of the week Every two weeks/on the weekend
	(d)	<ul style="list-style-type: none"> (Spends) Christmas/it with his mother Visits/Sees/Stays with his dad <u>two days later</u> He gets <u>two</u> lots of/<u>twice</u> as many presents/presents from <u>both</u> parents <p>(Any 2 from 3)</p>	2	His dad visits him two days later
	(e)	<ul style="list-style-type: none"> He (always) gets good marks/grades/results 	1	He is good at it (NB "He is good at it and gets good marks" is correct and not contradictory.) He gets good notes.
	(f)	<ul style="list-style-type: none"> BOX 3 - He is positive 	1	
			8	

Question		Answer	Max Mark	Unacceptable Answers
2.	(a)	<ul style="list-style-type: none"> • (Martin is Erik's) <u>young(er)/little/small</u> brother 	1	
	(b)	<ul style="list-style-type: none"> • They get on (quite) well OR He has a good relationship with his brother/It is good • He <u>can</u> get on his nerves/he <u>sometimes/now and again</u> gets on his nerves/gets on his nerves when he comes into his room <u>without knocking</u> • He likes him <p>(Any 1 from 3)</p>	1	
	(c)	<ul style="list-style-type: none"> • Mother: Secretary/Works in an office (in town) NB: Secretary in a bureau is acceptable • Father: Policeman/Police/Police officer 	2	Bureau/Buro or other similar spelling [when used without the word 'secretary']/Wrong job, even if office is mentioned Works in a police station
	(d)	<ul style="list-style-type: none"> • His <u>mum</u> is allergic (to dogs) NB: Any recognisable spelling of "allergic" acceptable 	1	
	(e) (i)	<ul style="list-style-type: none"> • Piano 	1	Keyboard
	(e) (ii)	<ul style="list-style-type: none"> • 3 years 	1	
	(f)	<ul style="list-style-type: none"> • He has <u>three or four</u> (really) <u>good/close</u> friends • They are (quite) loud/noisy • Fun/funny/a good laugh • They have the same/similar interests <p>(Any 3 from 4)</p>	3	A few

Question		Answer	Max Mark	Unacceptable Answers
	(g)	<ul style="list-style-type: none"> • Go jogging in the (town) park • Ride their bikes/go on <u>bike rides/tours/cycle in the (local)area/neighbourhood</u> • Play in/for the <u>school football team/Play football for the school</u> • Go to the cinema <u>regularly</u> • Watch <u>adventure</u> films <p>(Any 2 from 5)</p>	2	Action films
			12	

[END OF MARKING INSTRUCTIONS]