



National
Qualifications
2016

2016 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"> • <u>Raw material(s)/commodities</u> 	1	
	(b)	<ul style="list-style-type: none"> • Put (a) <u>sticker(s)/sign(s)/message(s)/note(s)</u> saying “<u>No adverts</u>” <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Put (a) <u>sticker(s)/sign(s)/message(s)/note(s)</u> on the (house/front) <u>door</u> <p>(Candidate needs to mention either the message or where the message is to gain mark.)</p>	1	Put a sticker on the house
	(c)	<ul style="list-style-type: none"> • They come/are transported by <u>air/plane/are flown</u> in (to Germany) (ignore wrong tenses) • This causes (air) pollution 	2	From Germany
	(d)	<ul style="list-style-type: none"> • It (often) <u>looks better/nicer</u> (insist on comparative) • It is (usually) (much) <u>cheaper/more</u> reasonably priced/ <u>better value/more</u> inexpensive/<u>less</u> expensive/not as expensive as a new one (insist on comparative) 	2	It is better/It looks nice/good It is more worth the price It is cheap/not expensive
	(e)	<ul style="list-style-type: none"> • (They can) <u>exchange/swap clothes</u> • <u>Share sports</u> stuff/things/articles/gear/equipment 	2	Take their clothes to a clothes exchange Divide
	(f) (i)	<ul style="list-style-type: none"> • Try/attempt to <u>repair/fix</u> (broken) things/(a) bike(s)/ (a) washing machine(s) 	1	
	(ii)	<ul style="list-style-type: none"> • Electrical equipment/goods/electronics/appliance(s) 	1	Electronic (on its own)
			(10)	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
2.	(a)	<ul style="list-style-type: none"> • <u>Hardly</u> any/not many/(a) few/<u>almost</u> no/<u>very</u> little • Tasteless/not tasty/doesn't taste nice/bad tasting (insist on suggestion of negative taste) 	2	Less/none/no A little tasty/disgusting/horrible
	(b)	<ul style="list-style-type: none"> • The pupils/they do the cooking/cook/make their own food/lunch (themselves) (every day) • Every 2 weeks another class is responsible for lunch (NB: A different class cooks every 2 weeks - 2 marks) (NB: They cook for 2 weeks - 1 mark; lacks idea of rotation) 	2	<u>She</u> cooks/to cook every day Every second week/year group(s)
	(c)	<ul style="list-style-type: none"> • The pupils no longer/don't heat up food/cook in the microwave/eat microwave food/use the microwave (when they go home). • They (want to now) cook with/use <u>fresh</u> ingredients/they cook/eat <u>fresh</u> food/cook meals <u>fresh</u> 	2	Not as much/less
	(d)	<ul style="list-style-type: none"> • Accept/take (on) responsibility/be responsible • Work <u>together</u>/<u>with others</u>/collaborate/cooperate/teamwork • The cost of food/groceries/meals <p>(Any 2 from 3)</p>	2	Work with + specific person(s), eg parents Food doesn't cost much

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(e)	<ul style="list-style-type: none"> • The food is (now) tasty/tastier/delicious/yummy/nice(r) • It/the food is now healthy/healthier/good for your health • The pupils can get a <u>free</u> second helping/portion/two (meals) for the price of one <p>(Any 2 from 3)</p>	2	<p>Good</p> <p>They get two portions free</p>
			(10)	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
3.	(a)	<ul style="list-style-type: none"> (You can) (always) do <u>what</u> you want/make your own decisions/choose what you want to do (You are) responsible for/in charge of (your own) <u>time</u> management/manage your (own) <u>time</u> (You can) <u>develop/spend time on/try out</u> your own <u>ideas</u>/make your idea(s) a reality <p>(Any 2 from 3)</p>	2	<p>Make what you want/be your own boss</p> <p>To show/create your own ideas</p>
	(b)	(i) <ul style="list-style-type: none"> (At the) <u>Sunday market/market in town</u> (NB: market + one piece of information necessary to gain point) 	1	
		(ii) <ul style="list-style-type: none"> (Quite) a lot of/Many students (have) bought his clothes/wear his clothes <u>He/I</u> began to see/saw his/my clothes/them <u>in/around /about town/in the street</u> 	2	
	(c)	<ul style="list-style-type: none"> He had enough money for/bought/got/could afford a <u>used/second hand</u> car (Enough money for an) <u>eight-week</u> trip/journey/holiday through/to Italy He opened/got/had/started a (small) shop (in his home town) <p>(Any 2 from 3)</p>	2	<p>A used wagon/vehicle</p> <p>He was offered/rented/bought</p>
	(d)	<ul style="list-style-type: none"> (You need) insurance (You need to) repair/fix (a) <u>sewing</u> machine(s) <p>(Any 1 from 2)</p>	1	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(e)	<ul style="list-style-type: none"> They wanted to change/alter his jacket(s)/blazer(s) <u>and/or</u> shirt(s) 	1	Clothes/designs/vests
	(f)	<ul style="list-style-type: none"> Tick at BOX 2 (It's worthwhile, although there are also difficulties) <p>(NB: no marks awarded for more than one tick)</p>	1	
			(10)	

[END OF MARKING INSTRUCTIONS]



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2016 German Writing

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General Marking Principles for National 5 German Writing

This information is provided to help you understand the general principles that 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) 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.
- (b) 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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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 Marking Instructions indicate the essential idea that a candidate should provide for each answer.
- (e) The answers for each question must come from the item.
- (f) The assessment of overall purpose is always a supported question (for example, a grid) in Item 1.
- (g) There are a number of 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"> • A <u>beach</u> house (on Corfu) • A <u>holiday</u> flat/apartment (in Spain) • A caravan (in the Alps) <p>(Any 2 from 3)</p>	2	Home/house/villa Camper van/mobile home
	(b)	<ul style="list-style-type: none"> • (You can) live/stay/spend time/be <u>together</u> • (You can) <u>share</u> the work/<u>share</u> cooking/<u>share</u> washing up/(You can) <u>all</u> work/<u>all</u> cook/<u>all</u> wash up • It's <u>cheaper</u> (than a hotel) • (Maybe) your friends might speak another language <p>(Any 1 from 4)</p>	1	You can get help with cooking and cleaning/the work
	(c)	<ul style="list-style-type: none"> • In (the) <u>south</u> (of) France (in a villa) 	1	Any mention of <i>Frankreich</i>
	(d)	<ul style="list-style-type: none"> • In a (holiday) brochure/leaflet/pamphlet 	1	Newspaper/magazine
	(e)	<ul style="list-style-type: none"> • Lying/relaxing/spending time <u>in the sun/sunbathing</u> • Swimming <u>in the sea</u> • Going to the (large) <u>shopping mall/centre(s)</u> (in the next town) <p>(Any 2 from 3)</p>	2	Being in the Med/Going in the sea Going shopping (on its own)

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
	(f)		<ul style="list-style-type: none"> Tick at box 2: She's tried it and won't do it again (NB: no marks awarded for more than one tick)	1	
				(8)	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
2.	(a)	<ul style="list-style-type: none"> • His boss/manager 	1	Chief
	(b)	<ul style="list-style-type: none"> • Holidays <u>abroad</u> are not for her/she does not like holidays <u>abroad</u> • You can have a <u>good</u> holiday/time (in Germany) • You can go (everywhere) by car/Drive around • You can get to know the country/place/countryside/area/land (better) <p>(Any 2 from 4)</p>	2	Hire a car Learn about Nothing too specific like town/city/region They know the land better
	(c)	<ul style="list-style-type: none"> • (To forget) stress/a hectic life/It's stressful/hectic (in the town) • Peace/quiet is (very) important to him <p>(Any 1 from 2)</p>	1	Busy
	(d)	<ul style="list-style-type: none"> • The <u>North Sea</u>/On the <u>north coast</u> (in a holiday home) 	1	
	(e)	<ul style="list-style-type: none"> • The weather is/was bad/It rained (last year)(when he was there)/It rains (all the time)/wet 	1	Any other specific weather phrases (eg cold/windy etc.)
	(f)	<ul style="list-style-type: none"> • It's a compromise • It's not (too) far away • It's not (too) expensive/it's (very) cheap <p>(Any 2 from 3)</p>	2	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(g)	<ul style="list-style-type: none"> • She was/went/stayed/lived there (already) <u>with her sister/two years ago</u> (NB: disregard 'for two years'; it must be clear that event is in the past) • She wants (to experience/see) something new <p>(Any 1 from 2)</p>	1	It's a new culture
	(h)	<ul style="list-style-type: none"> • (It's good for) shopping/(Good) shopping facilities/opportunities/The shops 	1	
	(i)	<ul style="list-style-type: none"> • At home/At their (own) house/They are not going away 	1	Staying in Germany
	(j)	<ul style="list-style-type: none"> • Tidy/clean/clear out/sort out/organise the <u>garage</u> 	1	Work in/sort/fix the/a garage/empty
			(12)	

[END OF MARKING INSTRUCTIONS]