



National  
Qualifications  
2017

---

**2017 German**

**Reading**

**National 5**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2017

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

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) 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.
- (e) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.

Detailed marking instructions for each question – Reading

Question		Expected answer(s)	Max mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> <li>The best feeling <u>in the world</u></li> </ul>	1	
	(b)	<ul style="list-style-type: none"> <li>She was born with <u>no arms</u>/first person <u>without arms</u> to become a pilot</li> <li>She steers/pilots/controls/flies the plane with her foot/feet</li> <li>She did it against all expectations/(the) odds/she exceeded expectations</li> </ul> <p>(Any 2 from 3)</p>	2	Arm in the singular
	(c)	<ul style="list-style-type: none"> <li>They were worried/troubled/concerned/had concerns</li> <li>They had reservations/doubts/were hesitant</li> <li>They supported her (to overcome challenges)/they were supportive</li> </ul> <p>(Any 2 from 3)</p>	2	They had to think it over/they told her to think it over They told her to consider it/they had considerations/ they doubted she would be cared for
	(d)	<ul style="list-style-type: none"> <li>Climbing with her friend(s)/climbing <u>every week</u></li> <li>(Goes to/is a member/part of a) <u>sailing/yacht(ing)</u> (club/team) (for many years)</li> <li>Spends <u>every second weekend/every two weekends/</u> by the <u>sea/at the seaside/on the beach</u> (ignore preposition eg on/at sea)</li> </ul> <p>(Any 2 from 3)</p>	2	Boating/boat club  Fortnight

Question		Expected answer(s)	Max mark	Unacceptable answers
	(e)	<ul style="list-style-type: none"> <li>• (Many) <u>interviews/interviewed on TV</u></li> <li>• Spoke at (her old) school(s) about her <u>adventure(s)</u></li> <li>• Organised (free) flights for <u>disabled children</u></li> </ul> <p>(Any 2 from 3)</p>	2	She had a TV show She had adventure(s) at school
	(f)	<ul style="list-style-type: none"> <li>• Don't/never give up (on your dreams)</li> <li>• Live/follow/fulfil your dream/don't dream your life/make your dream a reality</li> </ul> <p>(Any 1 from 2)</p>	1	Keep trying
2.	(a)	<ul style="list-style-type: none"> <li>• In the <u>neighbouring</u> woods/forest/woods <u>nearby/next</u> to school</li> </ul>	1	Outside (on its own)/the neighbour's forest
	(b)	<ul style="list-style-type: none"> <li>• Pupils <u>get to know</u> the (local) area/surroundings/environment (better)</li> <li>• Pupils <u>get to know</u> nature (better)</li> <li>• They use their (all) <u>senses</u> (to learn)</li> <li>• They learn about (the) <u>natural habitat(s)/biosphere</u> (of insects, plants and animals)/the teacher teaches about <u>insects, plants and animals</u></li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• They learn about <u>insects, plants and animals</u></li> <li>• It is an <u>important experience</u> (for all children)</li> </ul> <p>(Any 2 from 5)</p>	2	Learn (about)/know better  Learn/knowledge about nature Mind/instinct(s) Wilderness  Get to experience insects, plants and animals/wildlife

Question		Expected answer(s)	Max mark	Unacceptable answers
	(c)	<ul style="list-style-type: none"> <li>• He hates being indoors/sitting in the class when the sun is shining/when it's sunny/he likes being outside in the sunshine/he enjoys being in the sun/he likes the sun/you get to be in the sun</li> <li>• (He gets to) work (together) with his friend(s)</li> <li>• They solve/do (a) <u>puzzle(s)/riddle(s)/problem(s)</u> (together)</li> <li>• They <u>play</u> (games) (together)</li> <li>• <u>Fun</u> to learn about animals</li> </ul> <p>(Any 2 from 5)</p>	2	<p>It's sunny (on its own)/the sun is shining (on its own)</p> <p>Solve games Do games Likes/enjoys</p>
	(d)	<ul style="list-style-type: none"> <li>• The <u>petals</u> of the <u>flowers/blossom</u></li> <li>• The <u>veins</u> of (a) <u>leaf/leaves</u></li> <li>• The <u>bark/crust</u> of (a) <u>tree(s)</u></li> </ul> <p>(Any 2 from 3)</p>	2	<p>Flower leaves/blossom (on its own)</p> <p>Plants Bark(on its own)</p>
	(e)	<ul style="list-style-type: none"> <li>• They <u>spend time</u> in the fresh air/<u>get/gives them</u> fresh air</li> <li>• They exercise/move <u>regularly</u></li> <li>• The immune system/<u>becomes stronger/strengthen/a strong(er)</u> immune system</li> <li>• Increase(d) (in) oxygen (levels)</li> <li>• They concentrate <u>better/more</u></li> </ul> <p>(Any 2 from 5)</p>	2	<p>Outdoors</p> <p>Helps/good for/beneficial for/ improves/hardened/build up/fortify</p>
	(f)	<ul style="list-style-type: none"> <li>• Not (always) reliable/unreliable</li> </ul>	1	<p>Stormy/rainy etc</p>

Question		Expected answer(s)	Max mark	Unacceptable answers
3.	(a)	<ul style="list-style-type: none"> <li>(Almost) a third</li> </ul>	1	
	(b)	<ul style="list-style-type: none"> <li>To do something/it is unusual/different</li> <li>To do something/it is rewarding/worthwhile</li> <li>To gain/get/have/collect (some) work experience</li> <li>To travel/see/explore <u>the world</u></li> <li>To discover/experience/see/learn about/find (a) new country/countries/land(s) <u>and</u> culture(s)</li> </ul> <p>(Any 2 from 5)</p>	2	<p>To reward themselves</p> <p>Understand Places/worlds</p>
	(c)	<ul style="list-style-type: none"> <li>(New) challenge(s)/demand(s)</li> </ul>	1	
	(d)	<ul style="list-style-type: none"> <li>They are (more) focussed</li> <li>They have (useful) <u>life</u> experience/it is a <u>worthwhile/valuable</u> experience</li> <li>They develop/strengthens (their) (a strong(er)) character/ they have a strong(er) character/personality</li> </ul> <p>(Any 2 from 3)</p>	2	Work experience or experience (on its own)
	(e)	<ul style="list-style-type: none"> <li><u>Interesting</u> CV(s)/résumé(s)/application(s)</li> </ul>	1	Interesting candidate/curriculum
	(f)	<ul style="list-style-type: none"> <li>(When you showed) initiative/shows</li> <li>(When you) (can) <u>work(ed)/cope(d)</u> under pressure</li> <li>When you <u>worked</u> in a team/team <u>work</u>/team <u>player</u></li> <li>(When you took on) responsibility/you are responsible (ignore tense)</li> </ul> <p>(Any 3 from 4)</p>	3	Good leadership

[END OF MARKING INSTRUCTIONS]



National  
Qualifications  
2017

---

**2017 German**

**Writing**

**National 5**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2017

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

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:

- (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, <b>including information in response to both unpredictable bullet points.</b></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, <b>even though he/she may not address one of the unpredictable bullet points.</b></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 <b>and indeed may not address either or both of the unpredictable bullet points.</b></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><b>Either or both of the unpredictable bullet points may not have been addressed.</b></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><b>Either or both of the unpredictable bullet points may not have been addressed.</b></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><b>The two unpredictable bullet points may not have been addressed.</b></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  
2017

---

**2017 German**

**Listening**

**National 5**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2017

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

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.*

- (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) 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) 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.
- (g) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.

Detailed marking instructions for each question

Question		Expected answer(s)	Max mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> <li>On a farm</li> </ul>	1	
	(b)	<ul style="list-style-type: none"> <li>It's a vineyard/grow (their own) grapes/vegetables</li> <li>Because his father <u>and</u> grandfather lived/worked here too/it/the farm belongs in his <u>family</u>/it's a <u>family</u> business/it's been passed down for <u>generations</u> (ignore tense)</li> </ul>	1	Fruit (on its own/ignore if vegetables are mentioned)
	(c)	<ul style="list-style-type: none"> <li>They grow (their own) grapes/vegetables (do not accept if answer to part (b))</li> <li>Peaceful/quiet</li> <li>Clean <b>IGNORE</b> the air is</li> <li>(Very) beautiful/pretty</li> <li>(Great) <u>view</u> of the <u>river</u>/you can <u>see</u> the <u>river</u></li> <li>His friends live <u>far away</u>/friends don't live <u>nearby</u></li> <li>Because his father <u>and</u> grandfather lived/worked here too/it/the farm belongs in his <u>family</u>/it's a <u>family</u> business/it's been passed down for <u>generations</u></li> </ul> <p><b>IF NOT GIVEN IN PART (b)</b></p> <p><b>(Any 2 from 7)</b></p>	2	<p>Rural/not (too) busy</p> <p>Wonderful/nice</p> <p>There is a river/any wrong view - eg the town or fields is wrong</p>
	(d)	<ul style="list-style-type: none"> <li>It can be lonely (in the evenings)</li> <li>His friends live <u>far away</u>/friends don't live <u>nearby</u> (do not accept if answer to part (c))</li> <li>The <u>public</u> transport is bad/lack of/no <u>public</u> transport/there are few/no travel <u>connections</u></li> </ul> <p><b>(Any 2 from 3)</b></p>	2	<p>He is left alone</p> <p>No friends live there/only sees his friends in school</p> <p>Because of traffic/the roads are bad/travel is bad/any mention of specific transport, eg train/bus/car etc</p>

Question		Expected answer(s)	Max mark	Unacceptable answers
	(e)	<ul style="list-style-type: none"> <li>• He wants to be independent/self-sufficient/to do his own thing/to go on his own/self-reliant/doesn't want to rely on parents</li> </ul>	1	
	(f)	<ul style="list-style-type: none"> <li>• Cinema <u>and</u> youth club/centre/club for young people/person(s)</li> </ul>	1	Boys'/child(ren)'s club
2.	(a)	<ul style="list-style-type: none"> <li>• Three <u>years</u></li> </ul>	1	
	(b)	<ul style="list-style-type: none"> <li>• (In a village) on the Austrian <u>border/near</u> Austria</li> <li>• With (her) dad (and stepmum)</li> </ul> <p><b>(Any 1 from 2)</b></p>	1	(In) Austria/outside/outskirts of Austria Dad and wrong family member, eg sister
	(c)	<ul style="list-style-type: none"> <li>• <u>Visited/saw/met/had fun with/went out with</u> friend(s)</li> <li>• Did/goes to sport (together)</li> <li>• Watched <u>TV</u></li> <li>• Chatted</li> <li>• Went to (a) BBQ(s)</li> <li>• Laughed (lots)</li> <li>• Went camping</li> <li>• Went to shops/ice-cream parlour/cafe</li> </ul> <p>(ignore tenses)</p> <p><b>(Any 2 from 8)</b></p>	2	She invites friends round Watch sport Films  Party/grill party
	(d)	<ul style="list-style-type: none"> <li>• Her friend(s)</li> <li>• The fresh <u>air</u></li> <li>• The security/it is safe(r)</li> <li>• Slower pace of life/it is not so hectic (in the country)/more hectic/stressful <u>in the town</u></li> </ul> <p><b>(Any 2 from 4)</b></p>	2	Lack of pollution  The quiet



Question		Expected answer(s)	Max mark	Unacceptable answers
	(e)	<ul style="list-style-type: none"> <li>There is/are <u>no</u> bus(es)/can't take/get a bus</li> <li>There is not much happening for <u>young people</u>/there's not a lot/nothing <u>for young people</u> (to do)</li> </ul> <p>(Any 1 from 2)</p>	1	Not many/few/hardly any
	(f)	<ul style="list-style-type: none"> <li>It has everything you need</li> <li>It is <u>never/not</u> boring</li> <li>(You can go to the) cinema</li> <li>There are (big) shopping <u>centre(s)/good</u> (for) shopping/<u>good</u> shops</li> </ul> <p>(Any 2 from 4)</p>	2	Not as boring
	(g)	<ul style="list-style-type: none"> <li>She got a job there (quickly)/more job opportunities (than in the county)/could find a job/found work (quickly)/<u>more</u> jobs/it was hard(er) to get a job in the country</li> </ul> <p>(ignore tense)</p>	1	It's closer to work
	(h)	<ul style="list-style-type: none"> <li>In the city/(big)town</li> <li>Free time <u>opportunities</u> (there)/(things) to do</li> </ul>	2	In Munich Free time/opportunities/possibilities (on its own)

[END OF MARKING INSTRUCTIONS]