



National
Qualifications
2018

2018 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.
- (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 response(s)	Max mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> There's (too/so much) noise <u>and</u> traffic/(it's too) noisy/loud <u>and</u> there is (too much) traffic <p>OR</p> <ul style="list-style-type: none"> There is not much traffic <u>and</u> noise where he lives now 	1	
	(b)	<ul style="list-style-type: none"> It's <u>physically</u> tiring/demanding/straining/strenuous/challenging/hard for <u>your body</u> It's often (incredibly/unbelievably) dirty/filthy 	2	muddy
	(c)	<p>(i)</p> <ul style="list-style-type: none"> The <u>theory and practice of agriculture/farming/working the land</u> Learn about the <u>different/various/all aspects/sides</u> of life on a <u>farm</u> <p>NB: For 2 marks to be awarded, reference must be made to farming/agriculture <u>at least once</u></p> <p><i>"All the different aspects of a farm and its theory and practice"</i> should be awarded 2 marks</p>	2	Land/land work
		<p>(ii)</p> <ul style="list-style-type: none"> He hopes to have/own his own farm (in the future) It's <u>valuable</u> experience <p>(Any 1 from 2)</p>	1	

Question		Expected response(s)	Max mark	Unacceptable answers
	(d)	<ul style="list-style-type: none"> • <u>Meat and milk/dairy products</u> are not profitable (any more)/don't bring in (big) profits/don't make money/ (only) bring in small profits/bring/make no profit • There's <u>less/little/hardly any/fewer/not much financial help/aid</u> (from the government) <p>OR</p> <ul style="list-style-type: none"> • <u>Less/little/hardly any/fewer/not much</u> (financial) <u>help</u> from the <u>government</u> 	2	<p>Fresh Flesh products Win (bring no big win)</p> <p><u>No/not any</u> financial help</p>
	(e)	<ul style="list-style-type: none"> • They are expensive/it costs a lot/you have to spend a lot (of money) (on them) • They need to be repaired <u>constant(ly)/permanently/a lot/continually/always/often</u> <p>OR</p> <ul style="list-style-type: none"> • <u>High</u> maintenance <p>NB: "<i>Expensive to repair</i>" should be awarded 1 mark</p>	2	<p>Notion of spending time</p> <p>Permanent repairs</p>

Question		Expected response(s)	Max mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> • <u>Develop</u> (their) creativity 	1	Show/display/be creative Show creativity to develop
	(b)	<ul style="list-style-type: none"> • It is (an important part of) <u>youth/young/teen</u> culture [IGNORE "share"]	1	
	(c)	<ul style="list-style-type: none"> • In underground stations [TICK AT BOX 2]	1	
	(d)	(i) <ul style="list-style-type: none"> • (Some people find graffiti) (real/genuine) works of art/art work/art • (Graffiti makes boring, grey walls/buildings)/(it is) lively/livelier/alive/colourful/more colourful/bright/brighter 	2	Less boring
		(ii) <ul style="list-style-type: none"> • They find graffiti/it is <u>aggressive</u> • Graffiti/it <u>spoils/ruins/wastes the buildings</u> (in town) (Any 1 from 2)	1	Graffiti artists are aggressive
	(e)	<ul style="list-style-type: none"> • <u>Removal/Cleaning</u> of graffiti costs a lot/(€35-50 million) <u>every/each/a/per year</u> NB: IGNORE wrong sums of money, but there has to be an implication of a lot of money	1	It/Repairing/Fixing In 35 years/every 35 years/last year
	(f)	<ul style="list-style-type: none"> • <u>Repair/restore/refurbish</u> the wall <u>paintings/art</u> 	1	Painting/painted walls

Question		Expected response(s)	Max mark	Unacceptable answers
	(g)	<ul style="list-style-type: none"> • It is an (international) symbol/sign of freedom/liberty [must be idea that the East-Side-Gallery <u>is</u> the symbol] • Tourists can see <u>more than/over a hundred/hundreds of pictures/drawings</u> • Tourists can see art/pictures/drawings/artists from <u>all over the world</u> [IGNORE number] <p>NB: <i>Tourists can see hundreds of pictures from all over the world</i> should be awarded 2 marks</p> <p>(Any 2 from 3)</p>	2	<p>It <u>has</u> the sign of freedom/got to see the symbol of freedom</p> <p>Photos/hundreds of artists</p>

Question			Expected response(s)	Max mark	Unacceptable answers
3.	(a)	(i)	<ul style="list-style-type: none"> The (new)(school) rector/the head teacher/principal 	1	Director The new head teacher for the partner school in Brazil [contradiction]
	(a)	(ii)	<ul style="list-style-type: none"> (While visiting a) (twin/partner) <u>school in Brazil</u> 	1	
	(b)		<ul style="list-style-type: none"> <u>Happy/glad</u> (to have their parents/them in school/there) They wanted to show what they had done/learned (in lessons/school) 	2	Learn with them
	(c)		<ul style="list-style-type: none"> <u>Not all/many (children)</u> are/were keen/enthusiastic (to have their parents in school) Parents need a <u>police certificate/permit</u> (if they spend time in a school)/need a <u>background</u> check (from the police)/a check from the <u>police</u> <p style="text-align: center;"><u>[ACCEPT: not all parents have a police certificate]</u></p> <ul style="list-style-type: none"> It can't be organised in a day/It takes a long time to organise <p>(Any 2 from 3)</p>	2	Not all parents (on its own) But accept Not all children and parents happy/excited/impressed Policy/receipt
	(d)		<ul style="list-style-type: none"> A few <u>parents</u> (who work for firms in the town) spoke with the children/pupils (about the world of work)/the children were spoken to about <u>the world of work</u>/children got to speak/learn/hear about <u>the world of work</u> They have a network of (good) contacts/contacts (with firms and employers) (in the town) 	2	Work (on it's own)

Question		Expected response(s)	Max mark	Unacceptable answers
	(e)	<ul style="list-style-type: none"> • Young people are learning <u>more</u> about <u>the/their world</u> (what we did in the past) • Children have <u>fun/enjoy working together/collaborating/cooperating</u> with their (class)mates • The <u>relationship/connection</u> between the teacher <u>and</u> the class/pupils OR the <u>atmosphere</u> (in class) is relaxed/easy going <p>(Any 2 from 3)</p>	2	<p>Lots/across the world</p> <p>Jokes</p> <p>Loose/light</p>

[END OF MARKING INSTRUCTIONS]



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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>	<p>Overall, there is more correct than incorrect.</p>	<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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Listening

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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 response(s)	Max mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> • People admire her (for doing it) • (It's) exciting • (It's) interesting <p>(Any 1 from 3)</p>	1	IGNORE 'the nature is...'
	(b)	<ul style="list-style-type: none"> • (TICK AT BOX 1) All over the world 	1	
	(c)	<ul style="list-style-type: none"> • <u>Chances</u> of employment/work/(finding) a job/job/work/employment <u>prospects/opportunities/employability/finding</u> work/ways to find a job/(education so that) they can get jobs/work 	1	Work situation Work [on its own] Work(ing) conditions Livelihood
	(d) (i)	<ul style="list-style-type: none"> • (She worked) in a <u>nursery/kindergarten/playgroup</u> (in the town centre) <p>[IGNORE in Africa]</p>	1	
	(ii)	<ul style="list-style-type: none"> • She <u>sang</u> (with the children) • She <u>read</u> (books) (with the children) <p>[IGNORE TENSE]</p>	2	
	(e)	<ul style="list-style-type: none"> • She went to <u>Africa for 6 months/spent 6 months</u> in <u>Africa/went to Africa after (finishing) school</u> • She <u>got to know</u> many people in Africa (who worked with aid agencies) <p>(Any 1 from 2)</p>	1	She worked at an after-school club in Africa With the school/during in school [contradiction] met

Question		Expected response(s)	Max mark	Unacceptable answers
	(f)	<ul style="list-style-type: none"> • Did work experience/placement/worked/volunteered at <u>the Red Cross</u> • <u>Worked/did work experience</u> in a <u>hospital</u> (for 2 months) • (Studied/did) <u>geography</u> at university <p>[IGNORE TENSE]</p> <p>(Any 1 from 3)</p>	1	<p>Volunteered/helped/was in hospital/learning to be a nurse</p> <p>Wrong length of time is regarded as a contradiction and should be marked wrong, eg worked in a hospital for 2 days</p>

Question		Expected response(s)	Max mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> • Since the end of her studies/end of school/university • Not (so/too/for) long <p>(Any 1 from 2)</p>	1	
	(b)	(i) <ul style="list-style-type: none"> • (TICK AT BOX 1) Thomas thinks he earns enough. 	1	
		(ii) <ul style="list-style-type: none"> • (Because) they work in <u>dangerous</u> situations/it's <u>dangerous</u> • (Because) the <u>risk(s)</u> is/are big(ger)/great(er)/it's <u>risky/riskier</u> <p>(Any 1 from 2)</p>	1	
	(c)	<ul style="list-style-type: none"> • The climate/weather is (more) extreme (than in Germany) • (Most of the time) it's <u>very/really</u> hot/warm • (Sometimes) it rains <u>a lot</u>/there is <u>heavy</u> rain • The landscape/scenery/countryside is <u>beautiful/wonderful/pretty</u> • He/You can <u>see</u> the <u>mountains</u> (from his window) • The country/It is <u>rich in culture/a lot of culture/full of culture/very cultural/The people are very cultural/cultured</u> • There are lots of <u>traditional</u> dances • He <u>likes/enjoys</u> the <u>African</u> music/he <u>likes/enjoys</u> the music <u>there/in Malawi</u> • The <u>people/they</u> are polite • The <u>people/they</u> are welcoming/hospitable/guest friendly <p>(Any 3 from 10)</p>	3	Temperature Hotter Land/country The view He likes the culture Friendly

Question		Expected response(s)	Max mark	Unacceptable answers
	(d)	<ul style="list-style-type: none"> • Misses his family • Misses his (close) friends • Misses the <u>German</u> food/food <u>at home</u> • Misses the <u>German</u> television/television <u>at home</u> <p>(Any 1 from 4)</p>	1	
	(e)	<ul style="list-style-type: none"> • BOX 2 (You have to work long hours) • BOX 4 (It's so hot that you can hardly sleep at night) 	2	
	(f)	<ul style="list-style-type: none"> • (He likes) to <u>get to know/experience</u> a new/the country/land/it • (He likes) to learn a new/different/another language. 	2	Learn about
	(g)	<ul style="list-style-type: none"> • To have a child/children/kids/(start a) family 	1	See his kids/family/daughter

[END OF MARKING INSTRUCTIONS]