



National  
Qualifications  
2019

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**2019 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.

Marking instructions for each question

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept
1.	(a)		<ul style="list-style-type: none"> <li>• <u>street</u> violence</li> </ul>	1	Gangs/road violence/violence (on its own)/street fighting.
	(b)		<ul style="list-style-type: none"> <li>• false</li> <li>• true</li> </ul>	2	
	(c)	(i)	<ul style="list-style-type: none"> <li>• to test out (their) limits/<u>boundaries/borders</u></li> <li>• to <u>develop</u> (their) <u>own/personal style</u></li> </ul> <p>Any 1 from 2</p>	1	
		(ii)	<ul style="list-style-type: none"> <li>• creativity/creative</li> <li>• (element of) danger/(is) dangerous/(take) risk(s)/(is) risky</li> <li>• (dance moves are)/(being) <u>quicker/higher/more elegant</u></li> <li>• (breakdance is regarded/seen as) an art form/a form of art</li> </ul> <p>Any 2 from 4</p>	2	<p>NB 'Separating the creativity and the element of danger' should be awarded 2 marks.</p> <p>Insist on comparative (only one adjective needed).</p>

Question		Expected response(s)	Max mark	Additional guidance
				Do not accept
	(d)	<ul style="list-style-type: none"> <li>it keeps/makes her fit/fitter</li> <li>she has <u>got to know</u> lots of new people (in her dance lessons)</li> <li>you can (quickly) forget your (daily) problems</li> </ul> <p>Any 2 from 3</p>	2	Fitness. Ignore tenses.
	(e)	<p>(i)</p> <ul style="list-style-type: none"> <li>you earn well/good/it's well/good paid</li> <li>you (can) <u>perform/dance/appear/travel/go</u> all over the world</li> </ul> <p>Any 1 from 2</p>	1	Perform <u>for/to</u> the whole world.
		<p>(ii)</p> <p>(break-dancers need)</p> <ul style="list-style-type: none"> <li>(high) muscle power/(strong) muscles muscular/muscly/strong/high(er)/great(er) physical strength because they have weak muscles</li> <li><u>mental</u> discipline</li> </ul> <p>Any 1 from 2</p>	1	You need to be in good (enough) shape.  Spiritual/intellectual.

Question		Expected response(s)	Max mark	Additional guidance
				Do not accept
2.	(a)	<ul style="list-style-type: none"> <li>the career days take place every year</li> <li>the career days are to help young people with their career choice</li> </ul> <p>Tick at boxes 1 and 3</p>	2	
	(b)	<ul style="list-style-type: none"> <li><u>Discover</u> (new and exciting) jobs/careers/occupations/professions/work</li> <li>everyone/you can <u>try</u> (out) everything/something new/new things/different jobs</li> <li>(get/find out) (precise) <u>information</u> about (all) <u>jobs</u></li> <li>there are <u>no/aren't any</u> specific seminars for boys and girls</li> </ul> <p>Any 2 from 4</p>	2	NB if a candidate writes 'discover new jobs and find out information about them' award 2 marks.
	(c)	<ul style="list-style-type: none"> <li>(did) <u>experiment(s)</u> in a <u>lab/laboratory/experimenting in a lab</u></li> <li><u>created/made/designed</u> a webpage/website/internet page</li> <li>explored/investigated/viewed/examined/learned about the <u>inside(s)/workings</u> of a computer</li> </ul> <p>Any 2 from 3</p>	2	Lab work. they can go on the internet. Must use a verb. NB 'go inside computers' should be awarded 1 mark.
	(d)	(i) <ul style="list-style-type: none"> <li>did (handi)crafts/made things/stuff/models</li> <li>read <u>a story</u> (aloud)/read <u>aloud</u>/read <u>to the children</u></li> </ul>	2	wood work. NB any mention of history negates the answer and should be awarded 0 marks.

Question		Expected response(s)	Max mark	Additional guidance
				Do not accept
	(ii)	<ul style="list-style-type: none"> <li>he now knows that it is the right job for him/(in the future) he wants to be a teacher/work in a school</li> <li>he got an <u>insight</u> into jobs/what he would like to do (where men are underrepresented)</li> </ul> <p>Any 1 from 2</p>	1	Helped him find the right occupation/gave him ideas about occupations.
	(e)	<ul style="list-style-type: none"> <li>to <u>change/alter</u> (traditional) <u>attitudes/opinions</u> (about jobs for men and women)</li> <li>to start (in the world of) <u>work without prejudice</u></li> </ul>	1	
3.	(a)	<ul style="list-style-type: none"> <li>(more and) <u>more</u> young people/teenagers/youths</li> </ul>	1	children/students.
	(b)	<ul style="list-style-type: none"> <li><u>competition</u> on the <u>job</u> market/for <u>jobs</u> (is big(ger)/hard(er)/great(er) than in the past) it's <u>harder</u> to get a <u>job</u></li> <li>to get into university</li> <li>to get/do (good) training</li> </ul> <p>Any 1 from 3</p>	1	<u>In</u> the past (any implication of <u>in</u> the past is 0). Get a good job.  Education.
	(c)	<ul style="list-style-type: none"> <li>they pay for tuition/get a tutor/(extra) help (in maths and English)</li> </ul>	1	

Question		Expected response(s)	Max mark	Additional guidance
				Do not accept
	(d)	<ul style="list-style-type: none"> <li>• (pupils) in tears/cry(ing)</li> <li>• (some pupils) skip/skive class (regularly)/truant</li> <li>• (they suffer from) headaches</li> <li>• (they suffer from) nausea/sickness/are sick</li> <li>• (they suffer from) insomnia/sleeplessness/inability to sleep/losing sleep/can't sleep</li> </ul> <p>Any 2 from 5</p>	2	
	(e)	<ul style="list-style-type: none"> <li>• they put her under pressure/make her feel stressed</li> <li>• they <u>want</u> (to do) the(ir) best <u>for her</u></li> <li>• she <u>doesn't want</u> to disappoint them/let them down</li> </ul> <p>Any 2 from 3</p>	2	They do their best for her/they know what's best for her. Won't disappoint them.
	(f)	(i) <ul style="list-style-type: none"> <li>• <u>lots of</u> tests</li> <li>• <u>lots of</u> homework</li> <li>• <u>parents and teacher(s)</u> expect/ask <u>a lot</u> (from him)</li> </ul> <p>Any 1 from 3</p>	1	Classwork.
		(ii) <ul style="list-style-type: none"> <li>• he <u>plans and organises</u> everything/for school/precisely</li> <li>• he builds in/makes/takes/has/goes on (small) breaks</li> </ul> <p>Any 1 from 2</p>	1	NB plan and organise + any one detail (everything/for school/precisely) gets 1 mark.
	(g)	<ul style="list-style-type: none"> <li>• healthy eating/eats well/properly/good nutrition/good diet/healthy and nourished</li> </ul>	1	NB Idea must be of healthy eating.

[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

- (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, even <b>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, for example <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, for example <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> for example <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, for example 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, for example / <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]



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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.

Marking instructions for each question

Question		Expected response(s)	Max mark	Additional guidance
				Do not accept
1.	(a)	<ul style="list-style-type: none"> <li>• (his) <u>parents</u> (only) spoke German/couldn't speak English/only speak a little English/didn't do English (at school)</li> <li>• (his) <u>parents</u> couldn't help him (much)/weren't helpful/it wasn't helpful</li> <li>• (English) books/magazines (were) (too) expensive/costly/cost a lot</li> </ul> <p>Any 2 from 3</p>	2	<p>Parents are German.</p> <p>Textbooks/newspapers (on its own).</p>
	(b)	<ul style="list-style-type: none"> <li>• sang (English) songs/made up songs/sang</li> <li>• watched (English) TV shows/programmes TV shows/programmes (in English)</li> <li>• spent <u>two weeks in Scotland</u> (in year 6)</li> </ul> <p>Any 2 from 3</p>	2	<p>Ignore singular and tense.</p> <p>Films/movies. Ignore tense.</p>
	(c)	<ul style="list-style-type: none"> <li>• (Work as/become) a <u>sports</u> journalist/reporter</li> <li>• (Wants to) work in/go to <u>America/USA/the States</u></li> </ul> <p>Any 1 from 2</p>	1	Analyst/broadcaster.
	(d)	<ul style="list-style-type: none"> <li>• a (daily) newspaper</li> </ul>	1	Magazine. News company.



Question		Expected response(s)	Max mark	Additional guidance
				<b>Do not accept</b>
	(e)	<ul style="list-style-type: none"> <li>• <u>get to know new/other</u> countries/lands</li> <li>• <u>get to know new/other</u> people</li> <li>• improves/better job prospects/chances/opportunities good/useful when <u>applying</u> for a job</li> </ul> <p>Any 2 from 3</p>	2	<p>Meet. Learn new vocab/widens your vocabulary. Can give a wider variety of jobs/good for (the) work/jobs/your job/widen job outcomes.</p> <p>NB If candidate writes get to know new countries and people award <b>2 marks</b>.</p>
2.	(a)	<ul style="list-style-type: none"> <li>• 10 years ago/has been in Germany for 10 years</li> <li>• when she was 8</li> </ul> <p>Any 1 from 2</p>	1	<p>Any wrong number for example 12 years ago 14 years ago when she was 8 - award no mark (conflict).</p>
	(b)	<ul style="list-style-type: none"> <li>• she is (almost) <u>bi-lingual</u></li> <li>• (her) <u>mother</u> was born in Austria/from Austria/is Austrian</li> <li>• (her) <u>mother</u> is a <u>native</u> German speaker/her <u>main/home/mother/first</u> language/tongue is German</li> </ul> <p>Any 2 from 3</p>	2	<p>Almost fluent. Her mum and dad.</p> <p>Her mum speaks (fluent) German. NB If candidate writes her mum was born in Austria and is a native German speaker award <b>2 marks</b>.</p>
	(c)	<ul style="list-style-type: none"> <li>• because of the language/he didn't speak/know German/he knows no German</li> <li>• he was born in <u>Hungary</u>/from <u>Hungary</u>/is <u>Hungarian</u></li> <li>• he didn't learn/have/study/hear <u>German in school</u></li> </ul> <p>Any 2 from 3</p>	2	<p>NB Idea of language problems (for example couldn't talk to anyone/wasn't fluent/speaks little German) gets <b>1 mark</b>. A different country. He didn't learn a language in school. He learned a <u>little</u> German/never learnt <u>a lot of</u> German. Ignore tense.</p>

Question		Expected response(s)	Max mark	Additional guidance
				<b>Do not accept</b>
	(d)	<ul style="list-style-type: none"> <li>• false</li> <li>• false</li> </ul>	2	
	(e)	<ul style="list-style-type: none"> <li>• she was/they were (quite) young (at the time)</li> <li>• she hadn't made <u>firm/good/real/true</u> friends/friendships</li> </ul> <p>Any 1 from 2</p>	1	
	(f)	<ul style="list-style-type: none"> <li>• she is her neighbour/they are neighbours/they live near/close to each other</li> <li>• they see each other <u>every day</u></li> <li>• they see each other <u>before and after school/they walk to and from school</u></li> </ul> <p>Any 2 from 3</p>	2	<p>NB. They see each other every day before and after school should be awarded <b>2 marks</b>.</p> <p>They see each other in and out of school. Once a week before and after school, they meet up (conflict).</p>
	(g)	<ul style="list-style-type: none"> <li>• the grammar</li> </ul>	1	She finds it very grammatic(al).
	(h)	<ul style="list-style-type: none"> <li>• he <u>works</u> on his own/he doesn't work with/have colleagues [idea of solitude]</li> <li>• he doesn't (have to) speak <u>German/it often/a lot</u> [idea of frequency]</li> </ul> <p>Any 1 from 2</p>	1	<p>He doesn't have to talk to other people in his job.</p> <p>Any wrong language or mention of a different language.</p> <p>He can't speak to his colleagues at work because he doesn't have German/doesn't need to speak German.</p>

[END OF MARKING INSTRUCTIONS]