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National  
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SPECIMEN ONLY

Mark

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SQ21/H/03

# German Listening and Writing

Date — Not applicable

Duration — 1 hour



Fill in these boxes and read what is printed below.

Full name of centre

--

Town

--

Forename(s)

--

Surname

--

Number of seat

--

Date of birth

Day

Month

Year

--	--

--	--

--	--

Scottish candidate number

--	--	--	--	--	--	--	--	--	--

Total marks — 30

## SECTION 1 — LISTENING — 20 marks

You will hear two items in German. **Before you hear each item, you will have one minute to study the questions.** You will hear each item twice, with an interval of one minute between playings. You will then have time to answer the questions before hearing the next item. Write your answers, in **English**, in the spaces provided.

## SECTION 2 — WRITING — 10 marks

Write your answer, in German, in the space provided.

Attempt ALL questions. You may use a German dictionary.

Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

You are not allowed to leave the examination room until the end of the test.

Use **blue** or **black** ink.

Before leaving the examination room you must give this booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



SECTION 1 — LISTENING — 20 marks

Attempt ALL questions

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

Item 1

You listen to a German radio report about the current situation of families in Germany.

- (a) A recent survey has shown that more children are being born in Germany. What evidence is there of this? State any **one** thing. 1

\_\_\_\_\_

- (b) German families with young children still experience problems. What are these problems? State any **two** things. 2

\_\_\_\_\_

\_\_\_\_\_

- (c) More and more German fathers are becoming house husbands. When is this the case? State any **two** examples. 2

\_\_\_\_\_

\_\_\_\_\_

- (d) The German government wants to improve the situation of parents with young children.

- (i) In what way will this help families? 1

\_\_\_\_\_

- (ii) In what way will this help children? State any **one** thing. 1

\_\_\_\_\_

- (e) Consider the report as a whole. Overall, what does the report say about the situation for families with young children? Tick (✓) the correct statement. 1

The report highlights some positive changes and some ongoing difficulties.	
The report is extremely critical of the lack of support.	
The report highlights a significant improvement.	



\* S Q 2 1 H 0 3 0 2 \*

Item 2

Bianca, a German teenager, talks about her family.

- (a) Bianca is no longer an only child. Why is this? Give any **one** reason. 1

\_\_\_\_\_

- (b) Why was the situation not so easy for her at first? State any **three** things. 3

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- (c) What strategy did her parents use to improve things? State **two** things. 2

\_\_\_\_\_

\_\_\_\_\_

- (d) Bianca talks about housework.

- (i) Why it necessary to help with the housework in her home? State **two** things. 2

\_\_\_\_\_

\_\_\_\_\_

- (ii) How has her mother divided the tasks? State any **two** things. 2

\_\_\_\_\_

\_\_\_\_\_

- (e) Bianca concludes that she is happy. Why is this? State any **two** things. 2

\_\_\_\_\_

\_\_\_\_\_







ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT  
WRITE IN  
THIS  
MARGIN



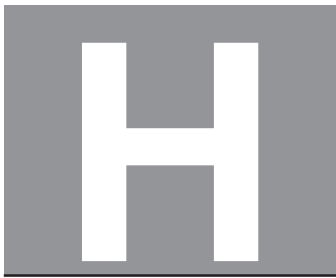
\* S Q 2 1 H 0 3 0 6 \*

ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT  
WRITE IN  
THIS  
MARGIN



\* S Q 2 1 H 0 3 0 7 \*



National  
Qualifications  
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**SQ21/H/13**

**German  
Listening Transcript**

Date — Not applicable

Duration — 1 hour

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**This paper must not be seen by any candidate.**

The material overleaf is provided for use in an emergency only (eg the recording or equipment proving faulty) or where permission has been given in advance by SQA for the material to be read to candidates with additional support needs. The material must be read exactly as printed.





## Transcript — Higher

### Instructions to reader(s):

For each item, read the English **once**, then read the German **twice**, with an interval of 1 minute between the two readings. On completion of the second reading, pause for the length of time indicated in brackets after the item, to allow the candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, those sections marked **(f)** should be read by a female speaker and those marked **(m)** by a male; those sections marked **(t)** should be read by the teacher.

### (t) Item 1

You listen to a German radio report about the current situation of families in Germany.

You now have one minute to study the questions for Item 1.

### (m/f) In einer aktuellen Umfrage wurde die Situation von Familien in Deutschland analysiert.

Die neusten Resultate in der Statistik zeigen, dass mehr Kinder geboren werden und dass Deutschland nicht mehr das Land der Einzelkinder ist: Fast fünfzig Prozent der Kinder und Jugendlichen haben einen Bruder oder eine Schwester. Jedes fünfte Kind hat sogar zwei Geschwister. Diese Statistiken sind sehr positiv, trotzdem haben Eltern mit kleinen Kindern einige Schwierigkeiten.

Junge Familien haben oft große Probleme, einen Platz in einem Kindergarten zu finden. Und deshalb muss in vielen Fällen ein Elternteil mit dem Kind zu Hause bleiben und kann nicht arbeiten gehen. Meistens ist es die Mutter – aber mehr und mehr Väter in Deutschland akzeptieren ihre neue Rolle als "Hausmann" und kümmern sich um die Kinder statt zur Arbeit zu gehen. Das ist besonders dann der Fall, wenn die Mutter einen Universitätsabschluss, oder eine andere professionelle Karriere hat und somit mehr Geld verdient.

Die deutsche Regierung will die Situation von Eltern mit kleinen Kindern verbessern. Diese Familien sollen finanzielle Hilfe bekommen und jedes Kind im Alter von drei Jahren soll einen Kindergartenplatz haben. Außerdem soll es in der Zukunft mehr Ganztagschulen geben, sodass der Schultag länger ist und die Kinder nicht alleine zu Hause sind.

Deutschland hat bereits sehr viel Geld in die Familienpolitik investiert, aber noch viel mehr Geld ist nötig, damit diese Pläne Realität werden.

*(2 minutes)*

(t) Item 2

Bianca, a German teenager, talks about her family.

You now have one minute to study the questions for Item 2.

(m) Hallo Bianca, danke, dass du am Telefon bist. Hast du Geschwister oder bist du ein Einzelkind?

(f) Ja, hallo - naja, ich bin eigentlich ein Einzelkind, aber meine Mutter hat nochmal geheiratet und jetzt habe ich einen Stiefbruder. Er heißt Markus.

(m) Aha, also eine Patchworkfamilie . . . kommst du gut mit deinem Stiefbruder aus?

(f) Naja, am Anfang war das nicht so einfach. Ich bin 17 Jahre alt und Markus ist fünf Jahre jünger. Wir haben verschiedene Interessen und manchmal hat es mich total genervt, dass er nur über Tennis gesprochen hat. Ich interessiere mich nicht für Sport und gehe lieber mit meinen Freunden ins Kino oder in ein Popkonzert.

(m) Und wie ist die Situation jetzt?

(f) Hmm . . . es funktioniert ganz gut, denke ich. Unsere Eltern haben eine Strategie, damit wir uns besser kennen lernen: Ein Wochenende gehen wir alle in den Tennisklub um ein Spiel zu sehen und am anderen Wochenende gehen wir alle ins Kino. Ich kann jetzt besser verstehen, warum Markus ein Tennisfan ist - ein Spiel kann sehr spannend sein.

(m) Und geht Markus jetzt auch gern ins Kino?

(f) Naja, nein, nicht wirklich. Er akzeptiert es, wenn wir einen neuen Film sehen wollen, aber Markus ist super sportlich und fit - er ist lieber an der frischen Luft als im Kino.

(m) Gibt es etwas, was ihr beide gemeinsam macht?

(f) Ja, klar! Die Hausarbeit. Wir beide helfen jeden Tag im Haushalt, weil beide Eltern arbeiten und Markus' Vater oft Spätschicht hat - er ist Polizist.

(m) Oh je, und wie klappt das?

(f) Meine Mutter ist total organisiert und hat einen Haushaltsplan gemacht. Jeder in der Familie hat eine Aufgabe. Markus muss staubsaugen und ich muss den Geschirrspüler und die Waschmaschine beladen und entladen. Außerdem müssen wir gemeinsam mit dem Hund Gassi gehen und jeder muss sein Zimmer aufräumen.

(m) Was findest du besser - Einzelkind sein oder Geschwister haben?

(f) Naja, ich denke, dass es schon toll ist, wenn man eine große Familie und Geschwister hat. Es ist immer jemand da, wenn man ein Problem hat und mit jemandem darüber reden möchte. Ja, doch, ich bin sehr froh, dass ich meinen Stiefbruder habe!

(m) Danke, Bianca, hast du einen Musikwunsch?

(f) Oh, ja, prima . . . Markus und ich hören sehr gern Neue Deutsche Welle. Ein Lied in dem Stil wäre cool.

(2 minutes)

(t) End of test.

Now look over your answers.

[END OF SPECIMEN TRANSCRIPT]



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SQ21/H/03

German  
Listening and Writing

## Marking Instructions

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These Marking Instructions have been provided to show how SQA would mark this Specimen Question Paper.

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## General Marking Principles for Higher 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) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (d) The marks available in this Paper are as follows:
  - i) Questions (a) - (d) from Item 1 and all questions from Item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question range between 1-3 marks.
  - ii) Question (e) from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper the question is presented in the form of a grid. Where a candidate ticks two or more boxes award zero marks.
- (e) For questions that ask candidates to ‘state’ or ‘give’, candidates must give a brief, accurate response/name.
- (f) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. We use the term “or any other acceptable answer” to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate’s answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (g) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (h) For live Listening Marking Instructions, there will be a process of illustrating other acceptable answers.

Marking Instructions: Section 1 — Listening

Item 1

Question		Expected Answer(s)	Max mark	Additional Guidance
1	a	<ul style="list-style-type: none"> <li>Nearly 50% of young people have siblings</li> <li>Every fifth child has two siblings</li> </ul> <p><i>Any 1 point from possible 2 for 1 mark</i></p>	1	Markers should use their professional judgment, subject knowledge and experience, and understanding to award marks to candidate responses.  Markers should ignore extraneous material that does not contradict the answer.
1	b	<ul style="list-style-type: none"> <li>They cannot find a place in a nursery/kindergarten</li> <li>They must stay at home with the child</li> <li>They cannot go out to work</li> </ul> <p><i>Any 2 points from possible 3 for 2 mark</i></p>	2	
1	c	<ul style="list-style-type: none"> <li>The mother has a university degree</li> <li>The mother has a professional career</li> <li>The mother earns more money</li> </ul> <p><i>Any 2 points from possible 3 for 2 marks</i></p>	2	

Question			Expected Answer(s)	Max mark	Additional Guidance
1	d	i	<ul style="list-style-type: none"> <li>Families will receive financial help</li> </ul>	1	
		ii	<ul style="list-style-type: none"> <li>Every child aged 3 should have a place in nursery/kindergarten</li> <li>There will be more full-day schools / school day will be longer (so they are not at home alone)</li> </ul> <p><i>Any 1 point from possible 2 for 1 mark</i></p>	1	
1	e		<ul style="list-style-type: none"> <li>The report highlights some positive changes and some ongoing difficulties</li> </ul>	1	

Item 2

Question		Expected Answer(s)	Max mark	Additional Guidance
2	a	<ul style="list-style-type: none"> <li>• Her mother has remarried</li> <li>• She now has a step brother</li> </ul> <p><i>Any 1 point from possible 2 for 1 mark</i></p>	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.
2	b	<ul style="list-style-type: none"> <li>• Markus is five years younger than Bianca</li> <li>• They have different interests</li> <li>• Markus only talks about tennis</li> <li>• Bianca is not interested in sport</li> <li>• Bianca prefers going to the cinema or (pop) concerts with friends</li> </ul> <p><i>Any 3 points from possible 5 for 3 marks</i></p>	3	
2	c	<ul style="list-style-type: none"> <li>• One weekend they all go to the tennis club / they watch a tennis match</li> <li>• The other weekend they all go to the cinema</li> </ul>	2	

Question			Expected Answer(s)	Max mark	Additional Guidance
2	d	i	<ul style="list-style-type: none"> <li>Both parents work</li> <li>Markus's father often works the late shift</li> </ul>	2	
		ii	<ul style="list-style-type: none"> <li>Markus does the vacuuming</li> <li>Bianca does the dishwasher and / or washing machine</li> <li>Both walk the dog together</li> <li>They must tidy their own rooms</li> </ul> <p><i>Any 2 points from possible 4 for 2 marks</i></p>	2	
2	e		<ul style="list-style-type: none"> <li>It is cool to have a big family/siblings</li> <li>There is always someone there to talk to (when there is a problem)</li> <li>She is very glad to have a step-brother</li> </ul> <p><i>Any 2 points from possible 3 for 2 marks</i></p>	2	



## General Marking Principles for Higher German Section 2 — Writing

*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) Candidates will write 120-150 words in a piece of extended writing in German addressing a stimulus of three questions in German.
- (b) Marks for each candidate response must **always** be assigned in line with these General Marking Principles and the specific Marking Instructions for the Writing task.
- (c) For each of the sections for writing, the marker should select the pegged mark that most closely describes the candidate’s performance.
- (d) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Marks should be awarded for the candidate’s demonstration of ability in the three main characteristics in writing:
  - i) Content
  - ii) Accuracy
  - iii) Language resource - variety, range, structure
- (e) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.
- (f) Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate’s performance.

The table below gives further guidance to markers. If:

The candidate exceeds the recommended word count	This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 120 words. It is important to assess what has been written - sometimes by exceeding the word count the candidate’s control of the language deteriorates and this has to be reflected in the mark awarded.
The candidate has been asked to address a topic with two aspects but only addresses one of these	In such a case the candidate is deemed to have not addressed the task fully. The quality of the language should be assessed and the writing should then be placed in the next category down, eg if the writing would otherwise have been awarded 8, it should instead be awarded 6.
Some parts of the writing fit into one category but others are in the next, lower category	If the better sections contain more sophisticated language, it may still be appropriate to choose the higher mark. However, if the better sections contain relatively basic constructions and attempts to use more sophisticated language are unsuccessful, then it is most likely that the writing is at the 6/4 interface and the Marking Instructions should be used to help the marker come to a final decision.
The marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.

Mark	Content	Accuracy	Language Resource: variety, range, structures
10	<ul style="list-style-type: none"> <li>• The content is comprehensive</li> <li>• The topic is addressed fully, in a balanced way</li> <li>• Some candidates may also provide additional information</li> <li>• Overall this comes over as a competent, well thought-out response to the task which reads naturally</li> </ul>	<ul style="list-style-type: none"> <li>• The language is accurate. However, where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression</li> <li>• A comprehensive range of verbs is used accurately and tenses are consistent and accurate</li> <li>• There is evidence of confident handling of all aspects of grammar and spelling accurately, although the language may contain a number of minor errors, or even one serious major error</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is detailed and complex</li> <li>• There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order</li> <li>• A comprehensive range of verbs/verb forms, tenses and constructions is used</li> <li>• Some modal verbs and infinitives may be used</li> <li>• The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence</li> <li>• The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>• Sentences are mainly complex and accurate</li> <li>• The language flows well</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
8	<ul style="list-style-type: none"> <li>• The content is clear</li> <li>• The topic is addressed clearly</li> </ul>	<ul style="list-style-type: none"> <li>• The language is mostly accurate. However, where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately</li> <li>• A range of verbs is used accurately and tenses are generally consistent and accurate</li> <li>• There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure.</li> <li>• Verbs and other parts of speech are used accurately but simply.</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is detailed and complex</li> <li>• The candidate uses a range of verbs/verb forms and other constructions</li> <li>• There may be less variety in the verbs used</li> <li>• The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence</li> <li>• Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate</li> <li>• Sentences are generally complex and mainly accurate</li> <li>• At times the language may be more basic than might otherwise be expected at this level</li> <li>• There may be an example of minor dictionary misuse</li> <li>• Overall the writing will be very competent, essentially correct, but may be pedestrian</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
6	<ul style="list-style-type: none"> <li>• The content is adequate and may be similar to that of an 8 or a 10</li> <li>• The topic is addressed adequately</li> </ul>	<ul style="list-style-type: none"> <li>• The language may be mostly accurate. However, in places, control of the language structure may deteriorate significantly</li> <li>• The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses</li> <li>• There may be errors in spelling, e.g. reversal of vowel combinations, adjective endings and some prepositions may be inaccurate or omitted, e.g. I went the town. There are quite a few errors in other parts of speech - personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion - and in the use of accents</li> <li>• Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses</li> </ul>	<ul style="list-style-type: none"> <li>• There are some examples of detailed and complex language</li> <li>• The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level</li> <li>• The candidate relies on a limited range of vocabulary and structures</li> <li>• There is minimal use of adjectives, probably mainly after “is”</li> <li>• The candidate has a limited knowledge of plurals</li> <li>• The candidate copes with the present tense of most verbs</li> <li>• Where the candidate attempts constructions with modal verbs, these are not always successful</li> <li>• Sentences are mainly single clause and may be brief</li> <li>• There may be some dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
4	<ul style="list-style-type: none"> <li>• The content may be limited and may be presented as a single paragraph</li> <li>• The topic is addressed in a limited way</li> </ul>	<ul style="list-style-type: none"> <li>• The language used to address the more predictable aspects of the task may be accurate. However, major errors occur when the candidate attempts to address a less predictable aspect</li> <li>• A limited range of verbs is used</li> <li>• Ability to form tenses is inconsistent</li> <li>• In the use of the perfect tense the auxiliary verb is omitted on a number of occasions</li> <li>• There may be confusion between the singular and plural form of verbs</li> <li>• There are errors in many other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order</li> <li>• Several errors are serious, perhaps showing mother tongue interference</li> <li>• Overall there is more incorrect than correct</li> </ul>	<ul style="list-style-type: none"> <li>• There is limited use of detailed and complex language and the language is mainly simple and predictable</li> <li>• The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as to be, to have, to play, to watch</li> <li>• There is inconsistency in the use of various expressions, especially verbs</li> <li>• Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker</li> <li>• An English word may appear in the writing or a word may be omitted</li> <li>• There may be an example of serious dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
2	<ul style="list-style-type: none"> <li>• The content may be basic or similar to that of a 4 or even a 6</li> <li>• The topic is thinly addressed</li> </ul>	<ul style="list-style-type: none"> <li>• The language is almost completely inaccurate throughout the writing and there is little control of language structure</li> <li>• Many of the verbs are incorrect or even omitted. There is little evidence of tense control</li> <li>• There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion</li> <li>• Prepositions are not used correctly</li> </ul>	<ul style="list-style-type: none"> <li>• There is little use, if any, of detailed and complex language</li> <li>• The candidate has a very limited vocabulary</li> <li>• Verbs used more than once may be written differently on each occasion</li> <li>• The candidate cannot cope with more than one or two basic verbs</li> <li>• Sentences are very short and some sentences may not be understood by a sympathetic native speaker</li> <li>• Several English or “made-up” words may appear in the writing</li> <li>• There are examples of serious dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language Resource: variety, range, structures
0	<ul style="list-style-type: none"> <li>• The content is very basic</li> <li>• The candidate is unable to address the topic</li> </ul>	<ul style="list-style-type: none"> <li>• The language is seriously inaccurate throughout the writing and there is almost no control of language structure</li> <li>• (Virtually) nothing is correct</li> <li>• Most of the errors are serious</li> <li>• Very little is intelligible to a sympathetic native speaker</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of detailed and complex language</li> <li>• The candidate copes only with “have” and “am”</li> <li>• There may be several examples of mother tongue interference</li> <li>• Very few words are written correctly in the modern language</li> <li>• English words are used</li> <li>• There may be several examples of serious dictionary misuse</li> </ul>

[END OF SPECIMEN MARKING INSTRUCTIONS]