

FOR OFFICIAL USE



National  
Qualifications  
2019

Mark

**X834/75/01**

**German  
Reading**

MONDAY, 29 APRIL

1:00 PM – 2:30 PM



\* X 8 3 4 7 5 0 1 \*

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**

Attempt ALL questions.

Write your answers clearly, in **English**, in the spaces provided in this booklet.

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.

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

There is a separate question and answer booklet for Writing. You must complete your answer for Writing in the question and answer booklet for Writing.

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



\* X 8 3 4 7 5 0 1 0 1 \*

Total marks — 30  
Attempt ALL questions

Text 1

You read an article about breakdancing.

**Breakdance: Spaß, Kraft und Akrobatik**



Das Phänomen Breakdance wurde im Jahre 1969 in New York als Alternative zu der Straßengewalt und der Kriminalität geboren. Erst am Anfang der Achtzigerjahre kam der Breakdance nach Deutschland und heutzutage bietet mindestens die Hälfte aller deutschen Tanzschulen Kurse für Jugendliche an.

Breakdance wird durch das Internet und die sozialen Medien immer beliebter in Deutschland. Junge Menschen haben die Möglichkeit, ihre Grenzen auszutesten und ihren eigenen Stil zu entwickeln. Beim Breakdance geht es nicht mehr nur um die Musik und die Tanzschritte, sondern auch um die Kreativität und das Element der Gefahr. Die Tanzbewegungen werden schneller, höher und eleganter. Man sieht mittlerweile Breakdance als eine Kunstform an.

Oya Kesal (17) ist seit vier Jahren Mitglied in einem Tanzverein in ihrer Stadt. „Jeden Mittwoch und Freitag mache ich Breakdance und ich liebe es, weil es mich fit hält und weil ich in den Tanzstunden viele neue Leute kennen gelernt habe. Beim Tanzen kann man auch schnell alltägliche Probleme vergessen. In der Zukunft möchte ich hoffentlich Breakdance-Profi werden. Man verdient gut und man hat auch die Gelegenheit, auf der ganzen Welt aufzutreten,“ sagt Oya.

Jedoch ist die Realität oft anders. Nicht jeder kann Breakdance-Profi werden, weil Breakdancer mit hoher Muskelkraft und geistiger Disziplin tanzen müssen.

Questions

- (a) The article explains how breakdancing began. Complete the sentence. 1

Breakdancing began in 1969 in New York, as an alternative to \_\_\_\_\_ and crime.



Text 1 questions (continued)

- (b) The article talks about the popularity of breakdancing. Are the following statements **True** or **False**? Tick (✓) the correct box for each statement. 2

	True	False
Breakdancing arrived in Germany at the end of the Eighties.		
At least half of all dance schools in Germany offer breakdancing classes for young people.		

- (c) Breakdancing is becoming more and more popular thanks to Internet and social media.

- (i) What does breakdancing allow young people to do? State any **one** thing. 1

\_\_\_\_\_

- (ii) Breakdancing is no longer just about music and dance steps. What else does it involve? State any **two** things. 2

\_\_\_\_\_

\_\_\_\_\_

- (d) Oya Kesal is in a dance troupe. Why does she love breakdancing? State any **two** things. 2

\_\_\_\_\_

\_\_\_\_\_

- (e) Oya talks about her future.

- (i) Why would she like to become a professional breakdancer? State any **one** thing. 1

\_\_\_\_\_

- (ii) Not everybody can become a breakdancer. Why is this? State any **one** thing. 1

\_\_\_\_\_

[Turn over



**Text 2**

You read a text about career days for young people.



Jedes Jahr im April organisieren viele Städte in Deutschland Karrieretage für Jugendliche im Alter von elf bis fünfzehn. Diese sogenannten Zukunftstage sollen den Jugendlichen bei ihrer Berufsorientierung und Lebensplanung helfen.

Außerdem bieten sie jungen Menschen die Chance, Berufe zu entdecken, die vielleicht ganz neu und sehr spannend sind. Jeder kann alles ausprobieren und sich über alle

Berufe sehr genau informieren. Daher gibt es während der Karrieretage keine spezifischen Seminare für Jungen und für Mädchen.

An den Zukunftstagen gibt es verschiedene Aktivitäten. Mandy (14 Jahre) sagt dazu ihre Meinung: „Ich habe Experimente im Labor gemacht, eine Internetseite entworfen und das Innenleben von Computern erforscht. Es hat mir sehr viel Spaß gemacht.“

Karl (15 Jahre) bestätigt: „Ich habe den Karrieretag in einer Grundschule verbracht — ich habe mit den Kindern gebastelt und eine Geschichte vorgelesen. Die Erfahrung war nützlich, weil ich jetzt weiß, das ist genau der richtige Beruf für mich. Ich habe einen Einblick in einem Beruf bekommen, in dem Männer unterrepräsentiert sind.“

Die Karrieretage sind wichtig, um die traditionelle Meinung über typische Berufe für Männer und Frauen zu ändern, damit alle Jugendliche ohne Vorurteile in die Welt der Arbeit starten können.

**Questions**

- (a) What information is there about the career days? Tick (✓) the two correct statements.

2

	Tick (✓)
The career days take place every year.	
The career days take place in every town in Germany.	
The career days are to help young people with their career choice.	
The career days are to help young people with their CV.	

Text 2 questions (continued)

(b) What opportunities do the career days offer young people? State any **two** things. 2

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(c) There are many activities to try out at the career days. What activities did Mandy do? State any **two** things. 2

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(d) Karl spent his career day working in a primary school.  
(i) What activities did Karl do at the primary school? State **two** things. 2

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(ii) Why did he find the experience useful? State any **one** thing. 1

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(e) Why are the career days so important? State any **one** thing. 1

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[Turn over



Text 3

You read an article about pupils in Germany preparing for the school leaving exam — the *Abitur*.



Die neuesten Statistiken der Bundesregierung zeigen, dass immer mehr Jugendliche das Abitur ablegen. Sie legen viel Wert auf gute Noten, weil die Konkurrenz auf dem Arbeitsmarkt größer ist als in der Vergangenheit. Wenn man an der Universität studieren möchte oder eine gute Ausbildung machen will, muss man sehr fleißig in der Schule arbeiten.

Auch unterstützen viele Eltern ihre Kinder, indem sie Nachhilfe in Fächern wie Mathematik und Englisch bezahlen. Aber Lehrer warnen vor zunehmenden Problemen, was Schulstress betrifft: Manche Schüler gehen unter Tränen in die Schule, andere schwänzen regelmäßig oder leiden an Kopfschmerzen, Übelkeit und Schlaflosigkeit.

Manche Schüler spüren die Auswirkungen des Stresses. Carolin (16 Jahre) sagt: „Manchmal ist die Schule stressig, weil meine Zukunft mir sehr wichtig ist. Meine Eltern setzen mich unter Druck aber ich weiß, sie wollen nur das Beste für mich. Ich will sie auch nicht enttäuschen.“

Peter (17 Jahre) bereitet sein Abitur vor und meint: „Ich finde dieses Jahr sehr anstrengend, weil es viele Klassenarbeiten und Hausaufgaben gibt. Meine Eltern und Lehrer erwarten sehr viel von mir. Glücklicherweise habe ich einen Weg gefunden, den Stress zu bewältigen: Ich plane und organisiere alles für die Schule sehr genau und baue kleine Pausen ein, während ich lerne.“

Man sollte nicht vergessen, dass auch gesunde Ernährung helfen kann, wenn man Stress abbauen will.

Questions

- (a) What do the latest government statistics show? Complete the sentence. 1

\_\_\_\_\_

are sitting the school leaving exam.

- (b) Why are good grades so important? 1

\_\_\_\_\_

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Text 3 questions (continued)

(c) Many parents support their children. What do they do? 1

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(d) Teachers are warning against increasing problems related to stress. In what ways does stress affect pupils? State any **two** things. 2

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(e) What does Carolin say about her parents? State any **two** things. 2

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(f) Peter is in his last year at school.

(i) Why does he find this year demanding? State any **one** thing. 1

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(ii) What ways has he found to manage his stress? State any **one** thing. 1

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(g) What else can help to manage stress? 1

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FOR OFFICIAL USE



National  
Qualifications  
2019

Mark

**X834/75/02**

**German  
Writing**

MONDAY, 29 APRIL

1:00 PM – 2:30 PM



\* X 8 3 4 7 5 0 2 \*

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 — 20**

Write your answer clearly, in **German**, in the space provided in this booklet.

You may use a German dictionary.

Additional space for answers is provided at the end of this booklet.

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

There is a separate question and answer booklet for Reading. You must complete your answers for Reading in the question and answer booklet for Reading.

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



\* X 8 3 4 7 5 0 2 0 1 \*



**Total marks — 20**

You are preparing an application for the job advertised below and you write an e-mail in **German** to the company.

**Supermarkt an der Ecke**

Wir suchen ab 1. Juli freundliche junge Leute als

**Verkäufer/Verkäuferinnen**

in unserem kleinen Supermarkt am Stadtrand von Kiel in Norddeutschland.

Sie sollten gute Englischkenntnisse und Freude am Umgang mit Menschen haben.

Bewerben Sie sich bitte bei: [infosupermarkt-ecke.de](mailto:infosupermarkt-ecke.de)

Wir freuen uns auf Ihre Bewerbung!

To help you to write your e-mail, you have been given the following checklist.

You must include **all** of these points:

- personal details (name, age, where you live)
- school/college/education experience until now
- skills/interests you have which make you right for the job
- related work experience
- your experience of travelling abroad
- your reasons for wanting to work in Germany.

Use all of the above to help you write the e-mail in **German**. The e-mail should be approximately 120–150 words. You may use a German dictionary.



\* X 8 3 4 7 5 0 2 0 2 \*







ANSWER SPACE (continued)

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Lined area for writing answers, consisting of 25 horizontal lines.



ANSWER SPACE (continued)

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[END OF QUESTION PAPER]





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ADDITIONAL SPACE FOR ANSWERS

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FOR OFFICIAL USE



National  
Qualifications  
2019

Mark

**X834/75/03**

**German  
Listening**

MONDAY, 29 APRIL

3:00 PM – 3:30 PM (approx)



\* X 8 3 4 7 5 0 3 \*

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 — 20**

Attempt ALL questions.

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 three times, with an interval of one minute between playings. You will then have time to answer the questions before hearing the next item.

You may NOT use a German dictionary.

Write your answers clearly, in **English**, in the spaces provided in this booklet. 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.

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

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

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.



\* X 8 3 4 7 5 0 3 0 1 \*

Total marks — 20  
Attempt ALL questions

Item 1

Max is talking about what learning a foreign language has done for him.

- (a) Why was learning English in school not easy for Max at first? State any **two** things. 2

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- (b) What did they do in school to make learning a language fun? State any **two** things. 2

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- (c) What does Max hope to do after university? 1

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- (d) Max did a work placement in Ireland. Where did he do this? State **one** thing. 1

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- (e) Max thinks it is worthwhile to learn a language. What does he say? State **two** things. 2

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[Turn over for next question

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Item 2

Beate, a girl from Hungary whose family moved to Germany, is being interviewed about living in a foreign country.

- (a) When did Beate and her family first come to Germany? State any **one** thing. 1

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- (b) Beate did not have many problems when she moved to Germany. Why was this? State any **two** things. 2

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- (c) Why was the move to Germany harder for her dad? State any **two** things. 2

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- (d) Beate talks about starting school in Germany.  
Are the following statements **True** or **False**? Tick (✓) the correct box for each statement. 2

	True	False
Beate found it difficult to be accepted in the class.		
There were many children from different nationalities in the class.		

- (e) Why did Beate not miss her friends in Hungary? Give any **one** reason. 1

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- (f) Why did Beate and Klara become good friends? State **two** things. 2

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- (g) What does Klara find difficult about learning Hungarian? 1

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## Item 2 questions (continued)

- (h) Beate's dad finds learning German quite difficult. Why is this? State any one thing.

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[END OF QUESTION PAPER]



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