

FOR OFFICIAL USE



National  
Qualifications  
SPECIMEN ONLY

Mark

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**SQ20/N5/01**

**German  
Reading and Writing**

Date — Not applicable

Duration — 1 hour and 30 minutes



\* S Q 2 0 N 5 0 1 \*

Fill in these boxes and read what is printed below.

Full name of centre

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Town

--

Forename(s)

--

Surname

--

Number of seat

--

Date of birth

Day

Month

Year

D	D
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M	M
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Y	Y
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Scottish candidate number

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Total marks — 50

**SECTION 1 — READING — 30 marks**

Read all THREE texts and attempt ALL questions.

**SECTION 2 — WRITING — 20 marks**

Write your answer in the space provided on Pages nine and ten.

When you are told to do so, open your paper and write your answers clearly, **in English**, in the spaces provided.

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

You may use a German dictionary.

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.



\* S Q 2 0 N 5 0 1 0 1 \*

## SECTION 1 — READING — 30 marks

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

### Text 1

You are looking through a German magazine and you come across an article about FanLi Lin, a Chinese girl studying in Germany.

Ich bin vor zwei Monaten in Mainz angekommen: Es ist jetzt Frühling und es ist schon fast so warm wie im Sommer, und oft scheint die Sonne. Der Himmel ist blau und überall blühen die Blumen.

Zwischen meiner Universität in China und der Johannes-Gutenberg-Universität Mainz gibt es einen guten Kontakt. So bin ich nach Deutschland gekommen, um hart zu arbeiten und zu studieren. Ich habe dort zwei deutsche Mitstudenten gut kennengelernt. Der eine, Markus, war sehr fleißig, liebte die Ordnung, musste immer alles gut planen, und ging nur samstagabends aus. Die andere, Andrea, war im Gegensatz sehr gesellig und hat nicht Tag und Nacht nur an die Arbeit gedacht. Das hat mich sehr überrascht!

Viele Menschen in meiner Heimatstadt Taizhou sind gestresst. Dort leben aber auch fünf Millionen Leute, die in großen Fabriken sechs bis sieben Tage in der Woche arbeiten.

Am Anfang hatte ich ja viele Fragen: Welche Kurse kann ich besuchen? Wann beginnen sie? Wo sind die Räume? Die Leute aber haben sich viel Zeit genommen und mir sehr geholfen.

### Questions

- (a) For FanLi Lin, why is spring such a wonderful time in the city of Mainz? Mention any **two** things.

2

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- (b) Why has FanLi Lin come to Germany? Mention any **one** thing.

1

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\* S Q 2 0 N 5 0 1 0 2 \*

Text 1 Questions (continued)

MARKS

DO NOT  
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MARGIN

(c) She mentions two friends she made.

(i) What does she say about Markus? Mention any **two** things.

2

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(ii) What does she say about Andrea? Mention any **two** things.

2

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(d) What questions did FanLi Lin have as she started at the University of Mainz? Mention any **two** things.

2

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(e) Think about why this article may have been published in the magazine.  
Tick the most appropriate reason for publication.

1

FanLi Lin wants to describe the city of Mainz to readers.	
FanLi Lin wants to describe the working conditions of people in her home town in China.	
FanLi Lin wants to show how Germany attracts students and learners from all over the world.	

Total marks 10



\* S Q 2 0 N 5 0 1 0 3 \*

## Text 2

You read an interesting article which compares your relationship with your friends and your parents.

Wenn Jugendliche in der heutigen Zeit persönliche Probleme haben, besprechen sie diese am liebsten mit dem besten Freund oder der besten Freundin.

Einige Eltern spielen bei der Problemlösung keine wichtige Rolle, weil sie oft zu streng sind und keine Diskussion erlauben. Nur ihre Meinung zählt, sie sind häufig zu kritisch — besonders wenn es um Ausgabe für Kleidung, Beziehungen mit Freunden und Freizeitgestaltung geht. Außerdem gibt es bestimmte heikle Themen, zum Beispiel Liebe und Beziehungen, über die viele Jugendliche einfach nicht mit den Eltern sprechen können.



Mit dem besten Freund oder der besten Freundin ist das anders. Man kann die Probleme des anderen viel besser verstehen, weil man ähnliche Erfahrungen gemacht hat und sich gegenseitig vertraut. Gute Freunde wissen, dass sie sich aufeinander verlassen können.

Leider zerbrechen heutzutage viele Freundschaften, weil der Konkurrenzkampf in der Gesellschaft zugenommen hat: Jeder will der Beste sein, die besten Noten und den besten Job bekommen. Persönliche Beziehungen bleiben dabei oft auf der Strecke.

- (a) Tick **three** reasons why young people discuss problems with their best friend rather than with their parents.

3

Friends understand each other better.	
Parents are too strict.	
Friends have more patience.	
Parents don't permit discussion.	
As far as parents are concerned, only their opinion counts.	
You're less likely to fall out with your friends than your parents.	

Text 2 Questions (continued)

MARKS

DO NOT  
WRITE IN  
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MARGIN

- (b) (i) Which aspects of teenage life are parents particularly critical of? Mention any **two** things.

2

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- (ii) What do young people find hard to talk about with parents? Mention **two** things.

2

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- (c) Why is it easier to discuss problems with a best friend? Mention any **two** things.

2

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- (d) According to the article, why do friendships break up these days? Mention any **one** thing.

1

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Total marks 10



\* S Q 2 0 N 5 0 1 0 5 \*

## Text 3

You then read an article about the ideal job.

### Der Traumberuf . . .

Viele Leute sind heutzutage mit ihrer Arbeit unzufrieden. Einige langweilen sich, weil die Aufgaben nicht abwechslungsreich genug sind. Andere beklagen sich, dass die Arbeit zu schwierig und zu anstrengend ist. Aber gibt es den Traumberuf wirklich?

Oliver freut sich jeden Morgen auf seine Arbeit und ist der Meinung, dass er seinen Traumberuf gefunden hat. Er darf jeden Tag Pralinen essen und wird gut bezahlt dafür. Jeden Tag geht er in die Produktionshalle der Schokoladenfabrik, wo er von jeder Sorte Schokolade ein Stück probiert, um die Qualität zu prüfen. Oliver findet es besonders spannend, neue Produkte zu erfinden und Experimente mit verschiedenen Pralinenfüllungen zu machen. Außerdem darf er auch Namen für Schokoladenprodukte aussuchen.

Wenn Oliver eine leckere Füllung findet, spricht er mit dem Produktionsleiter, der sie dann testet.

Natürlich hat seine Arbeit auch einen Nachteil: Oliver muss vorsichtig sein, dass er nicht übergewichtig wird!

- (a) Why are so many people unhappy at their work? Tick the **two** correct sentences. 2

Some people do not find the work varied enough.	
Some people complain about poor pay.	
Some people find their working hours unacceptable.	
Some people complain about difficult and tiring work.	

- (b) (i) Why does Oliver think that he has found the dream job? Mention any **two** things. 2

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- (ii) What is his first task every morning? 1

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- (iii) Why does he do this? 1

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Text 3 Questions (continued)

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

- (iv) Which aspects of his work does he like best? Mention any **two** things.

2

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- (c) When does his manager get involved?

1

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- (d) What is the one disadvantage of Oliver's work?

1

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Total marks 10



\* S Q 2 0 N 5 0 1 0 7 \*

## SECTION 2 — WRITING — 20 marks

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

**Deutsche Jugendherberge Bayrischer Wald**

Brennesstr. 23  
94252 Bayerisch Eisenstein

sucht vom Ende Mai bis Ende August, begeisterte, kontaktfreudige junge Leute als

**Mitarbeiter/-innen** an der Rezeption der Jugendherberge

mit guten Deutsch- und Englischkenntnissen.

Sie sollten gut mit Gästen und Besuchern umgehen können und gut organisieren können. Mithilfe im Haushalt auch notwendig!

Sie können uns unter [info@djhbayrischerwald.de](mailto:info@djhbayrischerwald.de) für weitere Information kontaktieren, oder uns Ihre Bewerbung schicken.

To help you to write your e-mail, you have been given the following checklist of information to give about yourself and to ask about the job. 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
- How you can contribute to the day-to-day running of the hostel
- Your experience of travelling to and visiting other countries

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





ANSWER SPACE FOR SECTION 2



\* S Q 2 0 N 5 0 1 0 9 \*

ANSWER SPACE FOR SECTION 2 (continued)

[END OF SPECIMEN QUESTION PAPER]



\* S Q 2 0 N 5 0 1 1 0 \*

*Page ten*



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**SQ20/N5/01**

**German  
Reading 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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## Part One: 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 specific Marking Instructions for each question. The marking schemes are written to assist in determining the 'minimal acceptable answer' rather than listing every possible correct and incorrect answer.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the specific Marking Instructions for the relevant question.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) Award a mark to each answer. Marks are not transferable between questions.
- (d) For live Reading Marking Instructions, there will be a process of illustrating other acceptable answers.

Part Two: Marking Instructions: Section 1 — Reading

Text 1

Question			Expected response	Max mark	Additional guidance
1	a		<ul style="list-style-type: none"> <li>• It/the weather is as warm as in summer</li> <li>• The sun is often shining</li> <li>• The sky is blue</li> <li>• Flowers are blooming everywhere</li> </ul> <p><i>One mark each for up to two of these points</i></p>	2	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.
1	b		<ul style="list-style-type: none"> <li>• Her university in China has good contacts with Mainz university</li> <li>• She has come to work (hard) <u>and</u> to study</li> </ul> <p><i>One mark for one of these points</i></p>	1	
1	c	i	<ul style="list-style-type: none"> <li>• Very hard working</li> <li>• Loves order</li> <li>• (Always) has to plan things</li> <li>• <u>Only</u> goes out on a Saturday night/evening</li> </ul> <p><i>One mark each for up to two of these points</i></p>	2	
1	c	ii	<ul style="list-style-type: none"> <li>• The opposite (to Markus)</li> <li>• Very sociable</li> <li>• Didn't just think about work (day and night)</li> </ul> <p><i>One mark each for up to two of these points</i></p>	2	
1	d		<ul style="list-style-type: none"> <li>• Which courses can she do?</li> <li>• When do they/her classes start?</li> <li>• Where are the rooms?</li> </ul> <p><i>One mark each for up to two of these points</i></p>	2	
1	e		FanLi Lin wants to show how Germany attracts students and learners from all over the world	1	

## Text 2

Question			Expected response	Max mark	Additional guidance
2	a		<ul style="list-style-type: none"> <li>Parents are too strict</li> <li>Parents don't permit discussion</li> <li>As far as parents are concerned, only their opinion counts</li> </ul>	3	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.
2	b	i	<ul style="list-style-type: none"> <li>What they spend on clothes</li> <li>Their relationship with friends</li> <li>How they spend their free time</li> </ul> <i>One mark each for up to two of these points</i>	2	
2	b	ii	<ul style="list-style-type: none"> <li>Awkward themes</li> <li>Love and relationships</li> </ul>	2	
2	c		<ul style="list-style-type: none"> <li>They can understand the problems better</li> <li>They have had similar experience</li> <li>There is mutual trust</li> <li>Good friends know they can rely on each other</li> </ul> <i>One mark each for up to two of these points</i>	2	
2	d		<ul style="list-style-type: none"> <li>There is competition in society</li> <li>Everyone wants to be the best/ have the best grades/get the best job</li> </ul> <i>One mark for one of these points</i>	1	

Text 3

Question			Expected response	Max mark	Additional guidance
3	a		<ul style="list-style-type: none"> <li>Some people do not find the work varied enough</li> <li>Some people complain about difficult and tiring work</li> </ul>	2	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.
3	b	i	<ul style="list-style-type: none"> <li>He is looking forward to going to work (every morning)</li> <li>He is allowed to eat chocolate at work</li> <li>He is well-paid for his work/He makes good money/The job is well paid</li> </ul> <p><i>One mark each for up to two of these points</i></p>	2	
3	b	ii	<ul style="list-style-type: none"> <li>He eats one piece of each chocolate/He tries each type of chocolate</li> </ul>	1	
3	b	iii	<ul style="list-style-type: none"> <li>Oliver checks the quality of the chocolate/It is quality control/ Oliver ensures the quality of the chocolate (on behalf of the factory)</li> </ul>	1	
3	b	iv	<ul style="list-style-type: none"> <li>To invent new products</li> <li>To experiment with different chocolate fillings</li> <li>To choose a name for a new product</li> </ul> <p><i>One mark each for up to two of these points</i></p>	2	
3	c		<ul style="list-style-type: none"> <li>When Oliver discovers/finds a delicious/yummy filling, his manager will test/taste/try it</li> </ul>	1	
3	d		<ul style="list-style-type: none"> <li>He needs to be careful not to become overweight/not to put on weight</li> </ul>	1	

### Part Three: 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, <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 SPECIMEN MARKING INSTRUCTIONS]**