



**HODDER  
GIBSON**

**Model Paper**  
**WITH ANSWERS**

National 5 German

This model paper is free to download and use for revision purposes. The paper, which may include a limited number of previously published SQA questions, has been specially commissioned by Hodder Gibson, and has been written by experienced senior teachers and examiners. This is not SQA material but has been devised to provide further practice for SQA National Qualification examinations in 2016 and beyond.

Model Question Papers and Answers © Hodder Gibson. All rights reserved.

Hodder Gibson would like to thank SQA for use of any past exam questions that may have been used in model papers, whether amended or in original form.



National  
Qualifications  
MODEL PAPER 1

---

## German Reading

Duration — 1 hour and 30 minutes

Total marks — 30

---

**READING — 30 marks**

Read all THREE texts and attempt ALL questions.

## Text 1

You are reading a German youth magazine and have found this interesting article about a British student in Hamburg.



### Eine Britin in Hamburg

Gemma ist 20 Jahre alt und kommt aus Großbritannien. Sie studiert britisches und europäisches Recht an der Universität von Sheffield. Seit zwei Monaten lebt und arbeitet sie in Hamburg, einer großen Stadt in Norddeutschland.

„Ich habe in der Schule Deutsch gelernt und diese Sprache relativ einfach gefunden. Als ich dann mein Abitur in der Tasche hatte, bin ich mit meinen Freunden mit dem Zug durch ganz Europa gefahren. Am besten hat es uns in Deutschland gefallen – tolle Leute, toller Service und echt gutes Essen!

Meine Universität hat allen Studenten ein Jahr im europäischen Ausland empfohlen und da war es für mich klar, dass ich nach Deutschland gehen möchte. Ich mache im Moment ein Arbeitspraktikum in Hamburg und bin von der Stadt an der Elbe total begeistert.

Hamburg hat mehr als zwei Millionen Einwohner; es gibt hier viele Parks und sehr viel Wasser, sodass man gar nicht denkt, dass man in einer Großstadt lebt. Meine Arbeitskollegen sind echt hilfsbereit und freundlich; wir gehen am Wochenende ins Kino oder in einen der vielen Klubs auf der Reeperbahn.

Ich bin verliebt in Hamburg!“

(a) How long has Gemma been living and working in Hamburg? 1

---

(b) Why did Gemma and her friends like Germany best? Mention **three** things. 3

---



---



---

(c) What does Gemma say about Hamburg? Mention **three** things. 3

---



---



---

(d) What is her relationship with her work colleagues like? Give a reason for your answer. 2

---



---

(e) Overall, what impression does the text give about Gemma's Hamburg experience? Tick the correct box. 1

The text gives an overall positive view of Gemma's work experience in Hamburg.	
The text gives an overall negative view of Gemma's work experience in Hamburg.	

Total marks 10

## Text 2

You then read about a British-German couple in Berlin.



### Brian und Sabine – verliebt in Berlin

In der heutigen Zeit ist es nicht ungewöhnlich, dass die Liebe Ländergrenzen überschreitet. Die Zahl der bi-nationalen Paare in Deutschland nimmt zu; jedes vierte in Deutschland geborene Kind hat ein nicht-deutsches Elternteil.

Brian und Sabine Sadler gehören zu dieser Gruppe, sie wohnen beide in Berlin, aber Brians Heimatstadt ist Glasgow. Vor fünf Jahren haben sich Brian und Sabine bei einer Umweltkonferenz in Hannover kennen gelernt. Brian war dort als Repräsentant einer schottischen Energiefirma und Sabine hat an der Rezeption im Hotel gearbeitet. Es war Liebe auf den ersten Blick!

Brian hat Sabine oft in Deutschland besucht und sie ist auch nach Schottland gekommen, um Brians Familie und sein Heimatland besser kennen zu lernen.

Weil Sabine einen guten Job in Berlin bekommen hat, haben die beiden entschieden, dass sie in der deutschen Hauptstadt wohnen werden. Brian musste sein Deutsch verbessern und selbst auf Jobsuche gehen. Er hat schnell Arbeit gefunden, denn er hat einen Universitätsabschluss und spricht Englisch und Deutsch.

Vermisst er Schottland? „Ja, ein bisschen schon – aber Glasgow ist nur 90 Minuten mit dem Flugzeug entfernt, das ist kein Problem für mich.“

(a) What evidence is there that love nowadays is becoming more and more international? Mention any **one** thing.

1

---



---

(b) When and where did Brian and Sabine meet?

2

---



---

(c) Why did Sabine visit Scotland?

2

---



---

(d) What did Brian have to do before moving to Berlin?

2

---



---

(e) Why was it easy for him to find a job?

2

---



---

(f) Think about what you have read. How does Brian feel about his new life in Berlin? Tick the correct box.

1

Brian is missing Scotland a lot and wants to move back to Glasgow.	<input type="checkbox"/>
Brian is happy in Berlin and finds it easy to visit Glasgow if he wants to.	<input type="checkbox"/>

Total marks 10

## Text 3

On the hobby and leisure page of the youth magazine, you find this article about dogs as pets.

**Wie ist das Leben mit einem Hund?**

Thomas hat von seinen Eltern zu Weihnachten einen Hund bekommen – einen Boxerwelpen mit dem Namen „Bonzo“. Wie gefällt Thomas das Leben mit seinem vierbeinigen Freund?

„Zuerst habe ich mich total gefreut, dass ich Bonzo bekommen habe. Als Einzelkind kann das Leben ganz schön langweilig sein. Aber dann habe ich gemerkt, dass ein Hund auch sehr viel Verantwortung bedeutet. Man muss dreimal täglich mit ihm Gassi gehen (einen Spaziergang machen), man muss mit ihm zum Tierarzt und vor allem muss man einen Hund richtig trainieren, damit es mit den Nachbarn keine Probleme gibt. Das war ganz schön schwierig für mich, denn ich hatte vorher noch nie einen Hund oder ein anderes Haustier. Um Fehler zu vermeiden, habe ich mir ein Buch zum Thema Hundeeziehung gekauft. Im Internet habe ich auch noch eine Hundeschule in unserer Nähe gefunden, zu der wir einmal in der Woche gehen.

Am besten finde ich, dass Bonzo mich fit hält. Wir laufen durch den Wald oder durch den Park, ich kann ohne Probleme mit ihm joggen und das hilft mir bei meinem Training im Fußballverein. Ich denke, dass ein Hund besser ist als jedes Fitnessstudio und dass man als Hundebesitzer super viel Spaß hat.“

- (a) Why was Thomas delighted about his Christmas present? 1
- 
- (b) What did he soon realise? 1
- 
- (c) According to Thomas, what must you do when you have a dog? Mention **three** things. 3
- 
- 
- 
- (d) Where did Thomas find help with his new responsibility? Mention **two** things. 2
- 
- 
- (e) According to Thomas, what is best about having Bonzo? 1
-



(f) Overall, does Thomas recommend a dog as a pet? Give a reason for your answer.

2

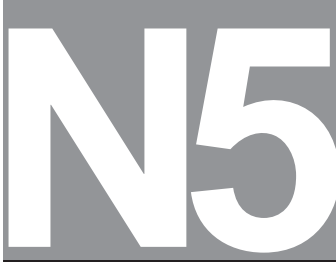
---

---

Total marks 10

[END OF READING PAPER]

[BLANK PAGE]



National  
Qualifications  
MODEL PAPER 1

---

## German Writing

Duration — 1 hour and 30 minutes

Total marks — 20

---

**WRITING** — 20 marks

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

You may use a German dictionary.

## WRITING – 20 marks

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

**Teilzeitjobs mit Perspektive**

Der private Post-und Paketedienst „Merkur“ in Berlin sucht Mitarbeiter auf Teilzeitbasis.

Wir bieten Ihnen:

- einen sicheren Arbeitsplatz
- einen sehr guten Stundenlohn
- sehr gute Sozialleistungen
- innerbetriebliche Weiterbildung
- sehr gute Karrierechancen

Sie helfen in unserer Firma beim Beladen und Entladen von Containern. Außerdem sortieren Sie Pakete und Postsendungen. Sie arbeiten auch im Büro und im Paketlager.

Sie sollten fleißig, pünktlich und ordentlich sein. Sie sollten am Computer arbeiten können und sehr gute Deutsch-und Englischkenntnisse haben.

Haben Sie Interesse? Sehr gut – bitte bewerben Sie sich per E-mail: [merkurpakete@netzmix.de](mailto:merkurpakete@netzmix.de)

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
- What kind of office work you are able to do
- Why you would like to work in Berlin

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 (continued)

Lined area for writing answers.

[END OF WRITING PAPER]



ADDITIONAL SPACE FOR ANSWERS

**MARKS**  
DO NOT  
WRITE IN  
THIS  
MARGIN

--

ADDITIONAL SPACE FOR ANSWERS

**MARKS**  
DO NOT  
WRITE IN  
THIS  
MARGIN

--



## German Listening

Duration — 25 minutes

Total marks — 20

---

You will hear two items in German. **Before you hear each item, you will have one minute to study the question.** You will hear each item three times, with an interval of one minute between playings. You will then have time to answer the questions about it before hearing the next item.

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

You may take notes as you are listening to the German.

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

You may **NOT** use a German dictionary.

## Item 1

You are attending a pupil conference at a German language institute. Participants are asked to introduce themselves. You are listening to Anna, a German teenager.

- (a) How old is Anna? 1  
\_\_\_\_\_
- (b) Why is she in St Andrews at the moment? 1  
\_\_\_\_\_
- (c) What does she say about Bremen, her home town in Germany? Write any **two** things. 2  
\_\_\_\_\_  
\_\_\_\_\_
- (d) What does Anna do in her spare time? Write **one** thing. 1  
\_\_\_\_\_
- (e) What kind of person is Anna? Give **two** details. 1  
\_\_\_\_\_  
\_\_\_\_\_
- (f) Who are Tom and Jerry? 1  
\_\_\_\_\_
- (g) What impression does Anna give about her time in Scotland? Tick the correct box. 1

Anna is homesick and is not enjoying her stay in St Andrews.	<input type="checkbox"/>
Anna is enjoying her stay in St Andrews and would like to return as a student.	<input type="checkbox"/>
Anna cannot see herself coming back to Scotland again.	<input type="checkbox"/>

Total marks **8**

## Item 2

Paul spent a year as an exchange student in Edinburgh. He is being interviewed for a local radio station in Germany.

- (a) What does Paul say about Edinburgh? Mention any **two** things. 2

---



---

- (b) Which of these statements are correct? Tick **two** boxes. 2

Paul's host family lives on the outskirts in the west of Edinburgh.	
Paul shared a room in the house.	
Paul had a TV and a computer in his room.	
Paul had no contact with his German family and friends.	

- (c) Paul talks about school in Scotland. What did he find different from school in Germany? Mention any **three** things. 3

---



---



---

- (d) Where did Paul go twice a week? 1

---

- (e) What did he and his host family do in St Andrews? Mention **two** things. 2

---



---

- (f) Give any **two** reasons why Paul thinks that a year abroad is a good idea. 2

---

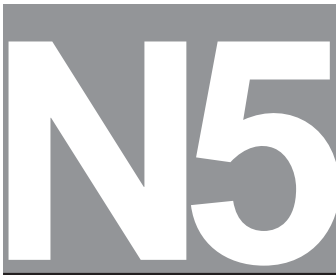


---

Total marks 12

[END OF LISTENING PAPER]

[BLANK PAGE]



National  
Qualifications  
MODEL PAPER 1

---

## German Listening Transcript

Duration – 25 minutes (approx)

---

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

The material overleaf is provided for use in an emergency only (e.g. 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.

**Instructions to reader(s):**

For each item, read the English **once**, then read the German **three times**, with an interval of 1 minute between the three readings. On completion of the third 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 number one.**

You are attending a pupil conference at a German language institute. Participants are asked to introduce themselves. You are listening to Anna, a German teenager.

**You now have one minute to study the questions.**

**(f)** Ich heiÙe Anna und ich bin 16 Jahre alt. Mein Geburtstag ist am dritten Januar. Im Moment bin ich als Austauschschülerin in St Andrews, das ist eine kleine Stadt an der Ostküste von Schottland.

Ich komme aus Bremen – das ist eine große Stadt im Westen von Deutschland. Bremen ist bekannt für Fußball und die Bremer Stadtmusikanten. Bremen ist meine Heimatstadt, ich wohne sehr gern dort.

Ich habe eine Schwester, die Susanne heißt und achtzehn Jahre alt ist. In meiner Freizeit tanze ich sehr gern – einmal in der Woche gehe ich zum Ballettunterricht. Ich esse sehr gern Obst – am liebsten Weintrauben und Orangen. Ich habe Angst vor Spinnen und Schlangen.

Ich denke, dass ich ein freundlicher und lustiger Mensch bin. Manchmal kann ich ein bisschen launisch sein und leider bin ich nicht immer pünktlich.

Zu Hause in Bremen habe ich zwei Haustiere – meine beiden Hunde Tom und Jerry. Ich vermisse sie - aber in zwei Monaten bin ich wieder zu Hause.

Schottland gefällt mir sehr gut, obwohl das Wetter oft schlecht ist und es relativ viel regnet. Aber die Leute hier sind super toll, freundlich und hilfsbereit. Ich würde sehr gern als Studentin nach St Andrews zurückkommen.

*(2 minutes)*



(t) Item number two.

Paul spent a year as an exchange student in Edinburgh. He is being interviewed for a local radio station in Germany.

You now have one minute to study the questions.

(m/f) Hallo Paul, herzlich willkommen zurück in Deutschland. Wie hat es dir in Edinburgh gefallen?

(m) Edinburgh ist eine tolle Stadt mit einer interessanten Geschichte und vielen Sehenswürdigkeiten. Es hat mir sehr gut in Schottland gefallen, obwohl das Wetter in Deutschland besser ist.

(m/f) Wo hast du gewohnt?

(m) Ich habe bei einer schottischen Gastfamilie gewohnt. Das Haus war am Stadtrand von Edinburgh im Westen der Stadt in der Nähe vom Flughafen. Ich hatte mein eigenes Zimmer und sogar einen Fernseher und Computer, sodass ich im Internet surfen und Kontakt mit meiner Familie und meinen Freunden in Deutschland haben konnte.

(m/f) Und wie war es in der Schule?

(m) Naja, es war schon total anders als in Deutschland. In Schottland gibt es Gesamtschulen und hier in Deutschland gehe ich auf ein Gymnasium. Außerdem beginnt die Schule in Schottland um neun Uhr und nicht um acht Uhr. Man isst Mittag in der Schule und hat Unterricht bis halb vier – ein langer Tag!

(m/f) Hast du schnell Freunde gefunden?

(m) Ja, das war kein Problem für mich. Ich bin zweimal pro Woche zum Rugbytraining gegangen und habe dort neue Freunde kennen gelernt. Einmal sind wir dann in das nationale Rugbystadion Murrayfield gegangen – das war ein besonderes Erlebnis.

(m/f) Und was hast du noch in Schottland gesehen?

(m) Meine Gastfamilie ist mit mir nach Glasgow gefahren. Außerdem waren wir im Hochland in Fort William und auf der Insel Skye. Am besten hat mir St Andrews gefallen – das ist eine kleine Stadt an der Ostküste mit der ältesten Universität von Schottland. Wir sind dort am Strand spazieren gegangen und haben Golf gespielt.

(m/f) Denkst du, dass es gut ist, ein Jahr im Ausland zu verbringen?

(m) Ja, auf jeden Fall. Man lernt eine neue Lebensart und eine neue Kultur kennen. Außerdem wird man selbstbewusster und unabhängiger. Mein Englisch hat sich natürlich auch verbessert. Und ich habe zwei neue Sportarten gelernt – Rugby und Golf. Hier in Deutschland spielt man ja lieber Fußball.

(m/f) Danke, Paul, dass du zu uns ins Studio gekommen bist.

*(2 minutes)*

(t) End of test.

Now look over your answers.

[END OF TRANSCRIPT]

[BLANK PAGE]

# NATIONAL 5 GERMAN MODEL PAPER 1

## Reading

### Text 1

1. (a) (For) two months 1
- (b) • great/cool people  
• great/cool service  
• (really) good food 3
- (c) • She loves Hamburg/She is totally enthusiastic about the city/town/place/She is doing work experience there  
• Hamburg has more than two million inhabitants  
• There are many parks  
• There is a lot of water in Hamburg  
• You don't think you live in a city  
(any three out of five) 3
- (d) Positive/good relationship because  
• They are friendly  
• They are helpful  
• They go out/to the cinema/to one of the clubs in the Reeperbahn at the weekend  
(correct evaluation any one out of three) 2

(e)

The text gives an overall positive view of Gemma's work experience in Hamburg.	✘
The text gives an overall negative view of Gemma's work experience in Hamburg.	

1

### Text 2

2. (a) • The number of bi-national couples is rising in Germany  
• Every fourth child born in Germany has one non-German parent  
(any one out of two) 1
- (b) • five years ago  
• at an environmental conference/in Hanover 2
- (c) • to get to know Brian's family better  
• to get to know Brian's home country better 2
- (d) • improve his German  
• look for/apply for a job 2
- (e) • He has a university degree/an academic degree/a university qualification  
• He speaks English and German 2
- (f)
- |   |   |
|---|---|
| Brian is missing Scotland a lot and wants to move back to Glasgow.          |   |
| Brian is happy in Berlin and finds it easy to visit Glasgow if he wants to. | ✘ |
- 1

### Text 3

3. (a) • He is an only child./He has no siblings  
• Life can be boring when you are an only child  
(any one out of two) 1
- (b) • Having a dog means responsibility/A dog owner has responsibility 1
- (c) • You must walk the dog three times a day  
• You must take him to the vet's  
• You must train him properly (so that there are no problems with the neighbours/to avoid problems with the neighbours) 3
- (d) • He bought a book about how to raise a dog/dog training  
• He found a dog school nearby via the internet/He takes Bonzo to a dog school once a week 2
- (e) • Bonzo keeps Thomas fit/He can run with him through the woods or the park/He can jog with him without problems 1
- (f) • Thomas recommends a dog as a pet  
• A dog is better than a/any fitness studio/A dog owner has super fun/lots of fun with the dog 2

## Writing

### General Marking Principles

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.

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>
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>

Category	Mark	Content	Accuracy	Language resource – variety, range, structures
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, e.g. <i>I like, I go, I play</i>.</p> <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 <b>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>	<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, e.g. <i>I go the town</i>.</p> <p>Overall, there is more correct than incorrect.</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> e.g. <i>Chemistry is interesting</i>.</p> <p>The candidate has a weak knowledge of plurals.</p> <p>There may be several spelling errors, e.g. 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, e.g. <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 <i>is</i> and <i>study</i> 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>

**Listening**

**Item 1**

1. (a) Anna is sixteen years old 1  
 (b) • She is an exchange student./She is on an exchange 1  
 (c) • It is a big town/city  
 • It is in the west of Germany/in West Germany  
 • Bremen is famous for football  
 • Bremen is famous for the Bremen town musicians  
 • She likes living in Bremen  
 (*any two out of five*) 2  
 (d) Anna goes to ballet class (once a week) 1  
 (e) • friendly  
 • funny/jolly  
 • a bit moody  
 • not always on time  
 (*any two for one mark*) 1  
 (f) They are Anna's dogs 1  
 (g)
- |  |   |
|--|---|
| Anna is homesick and is not enjoying her stay in St Andrews.                   |   |
| Anna is enjoying her stay in St Andrews and would like to return as a student. | ✗ |
| Anna cannot see herself coming back to Scotland again.                         |   |
- 1

**Item 2**

2. (a) • Edinburgh is a cool/fantastic city  
 • Edinburgh has an interesting history  
 • Edinburgh has many sights  
 (*any two out of three*) 2  
 (b)
- |   |   |
|---|---|
| Paul's host family lives on the outskirts in the west of Edinburgh. | ✗ |
| Paul shared a room in the house.                                    |   |
| Paul had a TV and a computer in the room.                           | ✗ |
| Paul had no contact to his German family and friends.               |   |
- 2
- (c) • In Scotland there are comprehensive schools  
 • School in Scotland starts at nine o'clock  
 • School in Scotland finishes at half past three  
 • The school day in Scotland is long  
 • You have lunch in Scottish schools  
 (*any three out of five*) 3  
 (d) He went to rugby training 1  
 (e) • They walked along the beach/on the beach  
 • They played golf 2  
 (f) • You learn about/get to know a new lifestyle  
 • You learn about/get to know a new culture  
 • You become more confident  
 • You become more independent  
 • Paul's English has improved  
 • He has learned to play rugby and golf  
 (*any two out of six*) 2