



National
Qualifications
2025

2025 German

Listening

National 5

Question Paper Finalised Marking Instructions

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General marking principles for National 5 German Listening

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) The marking instructions indicate the essential idea that a candidate should provide for each answer.
- (e) The answers for each question must come from the item.
- (f) There are a number of supported marks across the two items. Where there are supported marks in the form of a grid, award zero marks where a candidate ticks all boxes.
- (g) For questions that ask candidates to **'state'** or **'give'**, candidates must give a brief, accurate response/name.

Marking instructions for each question

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
1.	(a)		<ul style="list-style-type: none"> • (they have lots of) stress at/about/in school/school is stressful/school stress • they have to learn/study/revise (lots) for their exams/tests • some are bullied (online/at school)/bullying • there is/are conflicts/problems/bad relationships/arguing at home/with (the) family/family problems <p>Any 2 from 4</p>	2	<p>pressure to get good grades/homework</p> <p>stress at home with parents</p>
	(b)		<ul style="list-style-type: none"> • they spend less time/not spending (enough) time (face-to-face) with (their) friends • they (prefer to) stay at home/inside • they spend too much time (alone) in their rooms/they sit in their rooms (alone) • they scroll through social media/online (constantly/all the time/without end/for too long/too much)/always on social media/doom scrolling/too much time online <p>Any 2 from 4</p>	2	<p>no time/losing friends/don't see friends often friendship problems don't go outside/stuck at home</p> <p>addicted to social media/pressure of social media/too much time online</p>
	(c)	(i)	<ul style="list-style-type: none"> • Almost 72% [BOX 4] 	1	

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
		(ii)	<ul style="list-style-type: none"> it (has/) is (a) positive/good (impact) on/for mental health/mindset/mentality helps (young people/them) make (new) friends/build/form friendships can forget their problems (at school or at home) they can concentrate better/improve their concentration/helps them concentrate more <p>Any 2 from 4</p>	2	<p>ACCEPT - it improves/helps positive energy helps them socialise</p> <p>relieves stress ACCEPT - best</p>
	(d)		<ul style="list-style-type: none"> they get on better each other better/have a better/good relationship/helps them build a relationship/closer bond/get closer with them 	1	<p>get to know children better feel better understand</p>

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
2.	(a)		<ul style="list-style-type: none"> she has too much to do she has maths homework (still to do) she has to wash/clean the car she has to go shopping with her gran(dmother)/granny <p>Any 2 from 4</p>	2	<p>car wash IGNORE specific person's car</p> <p>look after gran</p> <p>ACCEPT at a shop/go to shopping centre with gran</p>
	(b)		<ul style="list-style-type: none"> (it is) exciting can speak to/meet people all over/across/around the world (re)solve problems/conflict/conflict (re)solution work as/play in a team/teamwork/teamplaying can react quickly to problems <p>Any 2 from 5</p>	2	<p>learn about conflicts</p> <p>play against teams/within teams</p>
	(c)	(i)	<ul style="list-style-type: none"> handball 	1	
		(ii)	<ul style="list-style-type: none"> three times/days a week 	1	
		(iii)	<ul style="list-style-type: none"> every second Saturday they have a game they often win (matches against other teams) they are 3rd in the (local) league/they play in the local handball league <p>Any 1 from 3</p>	1	
	(d)		<ul style="list-style-type: none"> he goes jogging before school/in the morning he does fitness training at the weekend he eats (lots of) fruit and vegetables he drinks (at least) two litres of water a/per/every day <p>Any 2 from 4</p>	2	<p>does sport</p> <p>eats healthily</p> <p>ACCEPT he jogs and does fitness training = 1 mark</p>

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
	(e)	(i)	<ul style="list-style-type: none"> she goes to the mountains/hills (with her parents) she hikes/goes walk(ing) in the woods/forest/with her parents ANY TWO DETAILS Any 1 from 2	1	visits her parents in the mountains/sees her parents
		(ii)	<ul style="list-style-type: none"> the air is fresh/the fresh air she likes/enjoys (spending time in) (the) nature/being outdoors she finds it/it is relaxing Any 2 from 3	2	sees nature

[END OF MARKING INSTRUCTIONS]