

**2003 German**

**Higher – Reading and Directed Writing**

**Finalised Marking Instructions**

## **Higher German 2003 : Reading and Directed Writing**

### **Initial Marking Key**

The comprehension questions are designed to find out whether the candidates have understood the main points of the passages, including where appropriate something of the author's purpose in writing the text.

In the marking schemes which follow, an asterisk designates information required for the award of 1 point; a word or concept printed in bold type must be evident within an answer before the point can be awarded.

To assess an answer, tick each piece of information which constitutes a correct point. If the information is subsequently contradicted in the same answer, put a cross through the relevant tick. Similarly, if correct information is accompanied in the same answer by information which shows lack of real understanding, put a cross through the relevant tick.

No points can be awarded in a sentence whose overall meaning is unclear.

The inclusion of irrelevant information in an answer should not be penalised unless it contradicts the text.

If information required but not given in answer to one question appears in answer to a different question, it cannot be credited with any marks unless it would also correctly answer that question.

## Higher German – Reading and Directed Writing

### Question/Acceptable answers

1. Why does Svenja feel so unhappy when she wakes up on Tuesday morning?
- \* she got a 5 (for her Maths)  
she had done badly in Maths  
she sees the score for her Maths test (in front of her)  
she sees the paper with the 5 written on it (in front of her)
- \* she hears her Maths teacher's words  
she remembers what the Maths teacher said to her
- she could hear her Maths teacher's voice telling her she did not understand
- she could hear her Maths teacher's voice when he gave the work back
- teacher told her she did not understand  
teacher said "You understand nothing"
- \* she had worked (really) hard  
she thought she had learned it/a lot **(any 2 from 3)**

2 points

### Unacceptable answers

teacher said she did not understand simple things  
teacher said "You understand that it is not simple"

she could hear her Maths teacher's voice

### Acceptable/Markers' Notes

**Question/Acceptable answers**

2. Read paragraph 2 (lines 13–24).

Why did Svenja begin to have problems with school in the eighth grade?

**3 points**

- \* she had never had to work before  
she did not have to do a lot of work to achieve a 3+  
she did not have to study much before  
she had never needed to study a lot  
she had never needed to swot
  
  - \* she got a new Maths teacher and did not get on with him  
she did not get along with her new Maths teacher  
she got a new Maths teacher and did not understand  
she could not understand her new Maths teacher
  
  - \* he made a fool of/embarassed/made fun of/humiliated her (in front of class/others)
  
  
  - \* Maths became a hated subject  
she began to hate Maths  
she started hating Maths
- other subjects also became more difficult/harder  
the work in other subjects became more difficult

**(any 3 from 4)**

**Unacceptable answers**

she got an average report

any answer with learn

new Maths teacher not very good  
everyone got worse  
she could not cope with him

he disgraced/blamed her  
she got embarrassed and was  
always asking questions  
he made a fool of her by always  
asking her questions  
he shouts at her

Maths became her worst subject  
She hates Maths

**Acceptable/Markers' Notes**

**Question/Acceptable answers**

3. Read paragraph 3 (lines 25–34).

How did Svenja react to these problems with school?

**3 points**

- \* she spent her time on leisure activities instead of work  
instead of sitting at her desk/working/doing homework...  
... she spent her time on leisure activities/met with friends/  
she went riding  
she met with friends and went riding
- \* the less she did at home, the less she understood the work  
the less homework she did, the less she could follow the  
lessons  
she did less homework, so understood less  
  
the less she understood the work, the more her motivation  
fell  
  
the less homework she did, the more unmotivated she  
became  
she did less homework, then lost her motivation
- \* she ended up with three 5s in her report card and got a  
shock  
the 5s in Maths, Physics and French gave her a shock  
she got a shock from her report  
she got a shock that she might have to repeat a year  
she got shock results in the mid-year tests  
she got a shock about how it had affected her grades

**Unacceptable answers**

she sat at her desk

she got involved with activities in  
her free-time

little homework  
she found it difficult to do  
homework

her motivation sank; she did less  
homework i.e. wrong way round

**Acceptable/Markers' Notes**

**Question/Acceptable answers**

4. Now read paragraphs 4 and 5 (lines 36–51).

(a) How did Svenja’s behaviour deteriorate in the ninth grade?

**1 point**

\* she began to truant (any colloquial word for “truant”)  
she truanted regularly/more and more

she truanted and went to the café / into town / home

she began to go home/she would go home (sometime)  
after 3<sup>rd</sup> period/lesson/class/block

she was missing 15-20 periods a week

(b) How did she get away with this?

**2 points**

\* she always had an excuse  
she said she had headache / diarrhoea / period pains  
she faked/made up illnesses  
she would pretend she was ill

\* no teacher phoned mother  
the school did not phone her mother  
the teachers did not care

**Unacceptable answers**

she truanted

3<sup>rd</sup> hour  
she ended up missing 3 hours of school  
she would just go home for the 3 hours  
she would go to Maths and Physics and then go home

she told her parents she was ill

none of the teachers was able to contact her mother  
no teacher came to her mother  
teachers did little to phone mother  
no-one phoned mother  
they did not phone mother

**Acceptable/Markers’ Notes**

**Question/Acceptable answers**

5. Read paragraph 6 (lines 52–62).

How did Svenja’s parents react to her behaviour?

**2 points**

\* mother wrote (absence) notes (for her)/notes of apology/apologies/excuses  
mother made up excuses for her  
(Answer must it make clear that mother wrote a series of notes to the school.)

mother had no strength/did not have the energy for  
(long/everlasting/constant) arguments

mother did not have the strength to argue

\* father kept out/clear of it/the (whole) situation/affair/matter

father wanted nothing to do with it

father blanked/ shut/ blocked the whole thing out

father gave up on the whole thing/did not get involved

**Unacceptable answers**

mother wrote letters of apology to her  
mother wrote an apology to the school  
mother wrote sorry excuses

mother had no effort for a fight  
mother was not good at arguments  
mother had no power  
mother was too stressed

father kept out of the way  
father kept the whole thing out  
father said nothing  
father kept his feelings to himself

**Acceptable/Markers’ Notes**

father did nothing ✓  
father ignored the whole thing. ✓

**Question/Acceptable answers**

6. Read paragraph 7 (lines 64-75).

(a) How did Svenja feel about having to repeat ninth grade? **1 point**

\* she cried herself to sleep

she felt let down (by her parents and teachers)  
she felt (her parents and teachers had) left (her) in the lurch  
she felt her parents and teachers had given up on her

(b) What alerted Svenja's riding instructor to the problem? **1 point**

\* The answer must imply frequency and time

Svenja kept turning up at the stables ...  
Svenja would turn up there  
Svenja would appear  
Svenja was often  
Svenja was more and more often

... in the morning  
... before lunch  
... before the afternoon  
... when she should have been at school

**Unacceptable answers**

she cried in her sleep  
she cried at nights  
she cried in her room/in bed/until  
she was exhausted

she felt tricked/left out (by her parents and teachers)/upset with her parents and teachers  
parents and teachers were against her

always  
now and again  
now and then  
every so often  
sometimes

**Acceptable/Markers' Notes**

**Question/Acceptable answers**

6. (c) Why was the riding instructor able to help Svenja? **1 point**

- \* Svenja admired/looked up to/respected the riding instructor

Svenja was prepared/willing to listen to the riding instructor

Svenja listened to the riding instructor whereas she did not listen to her mother

Svenja would not listen to her mother but would listen to her riding instructor

7. Read the final two paragraphs (lines 76-91).

(a) What did Svenja realise about herself after the conversation with her riding instructor? **1 point**

- \* Past behaviour/performance had to change

that what she was doing was silly / rubbish  
that she had wasted far too much time already  
that she should make a fresh start  
that she should change what she was doing  
that she could not keep doing what she had been doing  
that she had been stupid  
that she could be doing more / better

**Unacceptable answers**

Svenja wanted to listen to her riding instructor

She was not her mum

this is all rubbish

that she was not stupid/dumb/silly

**Acceptable/Markers' Notes**

that if she tried, she would succeed ✓

what a mess she had made ✓



## Translation into English

The translation into English is allocated 10 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown. The total number of marks gained will, where necessary, be converted to a score out of 10.

<b>Category</b>	<b>Mark</b>	<b>Description</b>
Good	2	Candidate has understood essential information and relevant ideas and has conveyed these clearly and accurately, with appropriate use of English
Satisfactory	1	Candidate has understood essential information and conveyed it clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or failure to translate relevant details.

8. UNIT 1

TEXT: Nachmittags ging sie zum Reiten, abends auf Partys.		
GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>In the afternoon In the afternoons</p> <p>she went to riding she went (out) riding she would go she used to go</p> <p>(and) i.e. no penalty for adding this in</p> <p>in the evenings in the evening at night</p> <p>(she went out) to parties</p>	<p>Afternoons After lunch During the afternoon After middays In afternoons</p> <p>she went to the riding she went to riding lessons / classes she went to ride she goes she was going</p> <p>(and <u>then</u>)</p> <p>evening evenings in evening at nights</p> <p>at parties partying it's to parties it's off to parties evenings were spent at parties to a party to the parties</p>	<p>In the day In the mornings In the evenings</p> <p>I went</p> <p>she walked to the riding area</p> <p>afternoons after that (= abends)</p> <p>it's on to parties</p> <p>evenings parties</p>

8. UNIT 2

TEXT: Und am nächsten Morgen wollte sie nicht aufstehen.		
GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>(Omission of 'And' = no penalty)</p> <p>And the next morning And the following morning</p> <p>she did not want to she would not want to she'd not want to</p> <p>get up get out of bed</p>	<p>on the next morning in the following morning next morning (= omission of 'the') and the next mornings the next day</p> <p>she never wanted she does not want</p>	<p>In the morning(s) The mornings after</p> <p>she does not get up she wishes she did not have to get up she would not get up she could not get up she will not get up she can't get up she would not be able to get up</p> <p>she wanted (= omission of 'not')</p> <p>she = they</p> <p>to stand up to stay off</p>

8. UNIT 3

TEXT: „Ich war fast jeden Tag zu spät in der Schule,		
GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>I was late for school I would be late (in) to school</p> <p>I was late going in to school</p> <p>I would be late</p> <p>almost every day nearly about</p>	<p>I was too late for school</p> <p>I was late in school at</p> <p>I was going late in to school</p> <p>almost every morning almost always</p> <p>Awkward word order: I was almost every day late for school I was at school too late nearly every day</p>	<p>I was easily late for school I was really late I was quickly becoming late</p> <p>every day (= omission of ‘almost’) the other day</p> <p>I was almost nearly late to school every day</p> <p>I was almost late for school every day</p> <p>I was almost in school every day</p>

8. UNIT 4

TEXT: manchmal bin ich gar nicht hingegangen.		
GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>(No penalty for insertion of 'And') sometimes</p> <p>I did not go (there) at all. I simply did not go. I just did not go. I did not go in (to school) at all I did not even bother going in. I did not even go there.</p>	<p>Some days</p> <p>I don't go = tense error I never went at all</p>	<p>Often On the other hand</p> <p>Omission of 'at all' = <i>gar</i></p> <p>I did not want to go</p> <p>I did not go there</p> <p>I was not good at getting there. I was not even ready. I did not go anywhere. I never even arrived. I would not get up. I am not there at all. I would have a hangover.</p>

8. UNIT 5

TEXT: Mit meiner Mutter hatte ich nur Stress.		
GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>I had nothing but stress from my mother. I had nothing but stress with my mother.</p> <p>With/From my mother I only had stress. With my mother I had only stress. I only had stress with my mother. I only got hassle/stress with my mother. I just got stress with my mother.</p> <p>All I had with my mother was stress.</p> <p>My mother just stressed me out.</p>	<p>There was only stress between my mother and me.</p> <p>With my mother I just got stressed.</p> <p>There was nothing but stress with my mother.</p>	<p>I only had stress when with my mother.</p> <p>I was stressed with my mother (= no 'only')</p> <p>I just caused her stress.</p> <p>My mother was just stressed.</p> <p>I only had arguments with my mother.</p> <p>This just caused stress with my mother.</p>

## Higher – Writing

Tasks: Directed writing, addressing 6 bullet points. Follow-up essay from Listening stimulus.

- Assessment Process:
- 1 Assess the overall quality of the response and allocate it to a category/mark.
  - 2 Check that all 6 bullet points have been addressed.
  - 3 Deduct 2 marks (ie single marks, not pegged ones) for each bullet not addressed, up to a maximum of 2 bullets. If 3 or more bullets have not been addressed, the mark must be 0.

Category	Criteria	Paper I	Paper II
Very Good	The language is mostly accurate. Can form complex sentences, including a range of structure and vocabulary, and makes appropriate use of learned material. Content addresses the topic fully, and is presented in a clear and structured manner.	15	10
Good	The language is clearly comprehensible throughout, and fairly free of serious errors. Contains a reasonable range of vocabulary and structures. Content is fairly predictable but is mostly relevant and has an adequate sense of structure.	12	8
Satisfactory	The language is sufficiently accurate to convey meaning clearly. Errors may be quite frequent but will not be serious. Can handle tenses, but relies on a limited range of vocabulary and structures. There may be some awkward use of memorised material. Content is free of serious irrelevancies and has some sense of structure.	9	6
Unsatisfactory	The language is insufficiently accurate to convey meaning clearly and consistently. Very limited range of vocabulary and structures. Inappropriate use of learned material, and possibly some unidiomatic translation from English. Content may be partially irrelevant (Essay) and lacking in structure.	6	4
Poor	The language contains frequent basic errors and/or other tongue interference which seriously impede communication. Content may be seriously deficient and unstructured or (Essay) partly irrelevant.	3	2
Very Poor	Largely incomprehensible to a native speaker. No redeeming feature or (Essay) totally irrelevant.	0	0

[END OF MARKING INSTRUCTIONS]