

2005 German

Higher – Listening/Writing

Finalised Marking Instructions

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments.

**2005 German
Higher – Listening/Writing**

Marking Instructions

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>Daniel, a 16-year-old German boy, is interviewed about his sporting activities and how they might clash with his love life.</p>		
<p>1. (a) What demands does hockey make on Daniel’s time each week?</p>	2 points	
<ul style="list-style-type: none"> • trains/training twice • one or two games/matches he plays once or twice game/match once or twice 	<p>twice a week at weekends</p> <p>plays two or three times weekend matches</p>	<p>(goes) twice a week he trains so much</p> <p>plays matches at weekend plays twice a week</p>
<p>(b) How often does he have a match somewhere else in the region?</p>	1 point	
<ul style="list-style-type: none"> • once a fortnight/every fortnight once every two weeks every second week(end)/fortnight/two weeks every other weekend every two weekends twice a month 	<p>once or twice a month once or twice every second weekend roughly twice or so a month</p>	<p>quite often</p>

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>2. Why does Daniel think that boys who are into sport find it easier to attract a girlfriend? 2 points</p> <ul style="list-style-type: none"> boys' appearance matters to girls girls think it is important how boys look girls like boys who look good To gain a point here, candidates must refer clearly to boys <u>looking</u> fit/sporty etc <p>girls like a boy with a sporty physique/figure/shape girls like boys who look fit/are in good shape girls like boys with an athletic/muscular figure girls like fit guys because they have a nicer/better body girls are attracted to a sporty figure</p> <ul style="list-style-type: none"> girls find a fat boyfriend embarrassing fat/fatter people are unattractive girls don't want a fat boyfriend girls don't like fat guys <p>(2 from 3)</p>	<p>girls like boys who <u>are</u> sporty/fit girls think guys who do sport are good-looking because they have a sport figure</p> <p><i>peinlich</i> = painful</p>	<p>attracted to sporty figure (no "girls")</p>

Question/Acceptable answers

3. What interest does Daniel take in sport, apart from his hockey?

2 points

- watches sports programmes on TV
watches sport on TV
watches (favourite) sport (programme) on Saturdays
- reads sports magazines
- plays table-tennis with his brother
plays table-tennis when he has time

(2 from 3)

Unacceptable answers

sports newspapers

Irrelevant/Insufficient

Question/Acceptable answers	1 point	Unacceptable answers	Irrelevant/Insufficient
<p>4. (a) What is going to change, now that he is 16?</p> <ul style="list-style-type: none"> going to go out/away <u>more</u> (often) (hopes) to go out <u>more</u> (often) allowed out <u>more</u> (often) 	1 point	<p>can stay out more/later</p> <p>any answer which implies he is not allowed out at present</p>	going to go out regularly
<p>(b) Where does he think he might find a girlfriend?</p> <ul style="list-style-type: none"> at a dance/dance-hall/club/disco dancing/clubbing <p>OR</p> <ul style="list-style-type: none"> in/at an ice-cream parlour at an (ice-)café 	1 point	café at the ice rink	

Question/Acceptable answers	1 point	Unacceptable answers	Irrelevant/Insufficient
<p>5. If Daniel had to choose between going to training and going out with his girlfriend, why would he go to training?</p>			
<ul style="list-style-type: none"> • he is the (only) goalkeeper 			
OR			
<ul style="list-style-type: none"> • he has a responsibility/duty towards the team/the others he does not want to let the team down he owes it to the team/he has to be there for his team he is committed to his team he is answerable to his team 		<p>it is important to his team he is a responsible member of the team he will disappoint his team if he does not turn up his team relies on/need him he is a responsible member of the team</p>	it is a commitment
OR			
<ul style="list-style-type: none"> • his girlfriend/she would/should/will understand he would expect girlfriend to understand girlfriend will be understanding 		<p>girlfriend should understand him sport is forever, girlfriend is not</p>	

Question/Acceptable answers	2 points	Unacceptable answers	Irrelevant/Insufficient
<p>6. (a) What compromise would Daniel be prepared to make, if he had a girlfriend?</p> <ul style="list-style-type: none"> • he would miss/cancel/drop/skive off training... he would miss a training session he would cut back on his training • once a fortnight every two/second/other weeks <p>If the candidate writes “He would only go to training every second week”, award 2 points</p>	2 points	<p>he would miss a match</p> <p>every second weekend</p>	
<p>(b) What would he expect the girl to do in return?</p> <ul style="list-style-type: none"> • cut back on her hobby/one of her interests do something similar/the same for him give up something she does/a hobby (for him) give up something as well sacrifice her hobby/hobbies make sacrifices (for him) compromise on her hobbies 	1 point	<p>give up her own time for him make time for him</p>	make compromises

Question/Acceptable answers	2 points	Unacceptable answers	Irrelevant/Insufficient
<p>7. Why does Daniel think that having a girlfriend who is interested in sport might be a good thing?</p>	2 points	<p>she might come and watch training</p>	<p>she would be able to understand him</p>
<ul style="list-style-type: none"> • she/they will/would understand if he does not have time (at weekend) understanding if/when he has no time (at weekend) she would understand at weekends more understanding why he has to go to training they would understand if he was too busy they would understand his sporting commitments • she might come to the odd game she might come to a match from time to time she might come and watch him play she could support his team 			<p>she could support him</p>
<p>8. When would Daniel want to see his girlfriend?</p>	2 points	<p>just twice a week twice a week and no more</p>	<p>Saturday</p>
<ul style="list-style-type: none"> • not/no more than twice a week maximum of twice a week • Saturday <u>evening/night</u> 		<p>Saturday afternoon</p>	

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>9. (a) How often do some of the couples he knows see each other? 1 point</p> <ul style="list-style-type: none"> • each/every day/daily/on a daily basis 	<p>all the time nearly every night every day or most days most days of the week</p>	
<p>(b) Why does he not approve of this? 2 points</p> <ul style="list-style-type: none"> • they forget (about) everything else they forget everything around them they forget about things/the world around them they forget everything apart from each other • should not abandon/drop/forget friends/team <u>because of a girl/relationship/</u> <u>and only focus on the girlfriend/</u> <u>just to spend time with a girlfriend/</u> <u>and let your relationship take over your life</u> <u>over a girl</u> love life should not interfere with your sport girlfriends are not as important as the team 	<p>they forget everything they did before they become too dependent on each other they forget everything which is important</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]