

**2005 German**

**Higher – Reading/Writing**

**Finalised Marking Instructions**

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

## **Higher German 2005: Reading and Directed Writing**

### **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, a bullet point designates information required for the award of 1 point; a word or concept underlined 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 where overall meaning is unclear.

The inclusion of irrelevant information in an answer should not be penalised.

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.

## 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.

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<b>Question/Acceptable answers</b>	<b>2 points</b>	<b>Unacceptable answers</b>	<b>Irrelevant/Insufficient</b>
<p>1. What effect does shopping have on Maria?</p> <ul style="list-style-type: none"><li>• she feels like a star/celebrity she feels as if the red carpet has been rolled out for her she feels as if the red carpet is going to be rolled out for her</li><li>• her eyes (start to) shine/light up/sparkle/gleam/glisten/ glitter/glint her eyes become bright</li><li>• her heart beats/pumps/goes faster her heart rate increases her heart races</li><li>• she has butterflies in her stomach/tummy/belly she gets butterflies</li></ul>		<p>she becomes a star people should be rolling out the red carpet for her</p> <p>glow/glaze/glance</p> <p>hits faster</p> <p>she gets a hurl in her belly</p>	
<p><b>(any 2 from 4)</b></p>			

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>2. Read lines 11-20.</p> <p>Why does Maria feel a constant need to shop?</p> <ul style="list-style-type: none"> <li>• she wants clothes like the pop singers she sees on TV she wants to look like the pop singers she sees on TV</li> <li>• she sees pop singers on TV in their cool clothes and goes out to buy clothes like that/those clothes</li> <li>• a <u>voice in her head</u> tells her to buy things/shop a <u>voice in her head</u> is egging her on</li> <li>• she <u>wants</u> to be/look attractive/beautiful/pretty/popular/ loved</li> </ul> <p>(any 2 from 3)</p>	<p><b>2 points</b></p> <p>she wants to be like pop singers she wants to look like a celebrity</p> <p>she sees pop stars on TV and likes their clothes</p> <p>something in her head a voice in her head says “Shops” her head tells her to buy things</p> <p>attractive, beautiful and corpulent she will be attractive she wants to <u>stay</u> attractive</p>	

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>3. Read lines 21-28.</p>		
<p>How did Maria's addiction affect her relationship with her friends?</p>		
<p><b>1 point</b></p> <ul style="list-style-type: none"> <li>they made fun of/mockd her</li> <li>they joked and bitched about her</li> <li>they made jokes/nasty/snide remarks about her</li> <li>they made jokes etc about her masses of shopping bags</li> </ul>	<p>they made her a joke her friends started to make jokes</p>	<p>they started to talk about her they made a joke of it</p>
<p><b>OR</b></p>		
<ul style="list-style-type: none"> <li>she withdrew/drifted away from them</li> <li>she pulled back from them</li> <li>she drew/stood back/moved away from them</li> <li>she became isolated/detached from them</li> <li>she is no longer in that group</li> </ul>	<p>they excluded her she became lonely</p>	<p>she lost her friends</p>

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>4. Now read lines 29-39.</p> <p>Maria’s pocket money is not enough to pay for her addiction. How did she finance her shopping sprees before she got a job?</p> <p style="text-align: right;"><b>3 points</b></p> <ul style="list-style-type: none"> <li>• she got <u>money</u> from her grandparents/grandma/grandpa</li>   <li>• she borrowed/got a loan of money she was lent money/she asked for a loan/she got a loan</li>   <li>• she <u>asked her family</u> for money at Christmas/birthdays she would wish for money from her parents at ... she wanted money from her parents at ...</li>   <li>• she took money from her savings account she began to spend money from her savings account she started eating into her saving she raided/ate into her savings she stole from her account</li> </ul> <p><b>(any 3 from 4)</b></p>	<p>she would go to/ask grandparents for money she sucked up to grandparents she would borrow money from grandparents</p> <p>Any answer which suggests she emptied her account</p>	<p>she would get money from parents at Christmas</p>

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
5. Read lines 40-46.		
<p>(a) What happened when she started to earn money for the first time?</p>	<b>1 point</b>	
<ul style="list-style-type: none"> <li>the more she had/earned, the more she spent/bought/went shopping</li> <li>since/as she had more, she spent more</li> <li>she spent/shopped even more</li> <li>her spending really took off</li> </ul>	<p><i>ausgeben</i> = gave out</p> <p>the more she had, the more she used</p> <p>she spent her money as soon as she got it</p>	..she was free to spend more
(b) Why did her parents not interfere?	<b>1 point</b>	
<ul style="list-style-type: none"> <li>they thought it was good that she was learning to handle/deal with money/budget</li> <li>they wanted her to learn to handle/manage money</li> <li>to let her learn how to handle money</li> <li>they wanted her to learn her way round money</li> <li>they wanted her to learn how to use money properly</li> <li>they wanted her to learn money management</li> <li>they wanted her to learn responsibility with money</li> <li>their daughter had to learn to handle money</li> </ul>	<p>..the value/importance of money</p> <p>..learn to be careful with money</p> <p>..learning about money</p> <p>..to learn to watch her money</p> <p>how to mix and handle money</p> <p>how to treat/use money</p> <p>wasting/squandering</p>	<p>They thought it was good that she was learning.</p> <p>..to appreciate money</p>

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>6. Read lines 47-56.</p> <p>(a) What does Maria say, which shows that her spending was out of control? <b>1 point</b></p> <ul style="list-style-type: none"> <li>(sometimes) she did not know/had no idea/sense of how much she <u>had spent</u></li> </ul>	<p>where the money was going  what she had spent her money on  is spending/was spending  how much she had to spend</p>	
<p>(b) How did Maria’s money worries affect her? <b>3 points</b></p> <ul style="list-style-type: none"> <li>they depressed her/she was/felt/became depressed/they weighed her down/troubled her deeply/more and more</li> <li>she suffered/spent sleepless nights  she lost sleep at night/could not sleep (at night)  she had trouble sleeping</li> <li>she couldn’t see herself living a normal life  she saw herself without the/any possibility/opportunity of a normal life  she saw herself with/she worried about the possibility of not leading a normal life  she wondered if she could/will lead a normal life  if she stays like this, she will be without the possibility of leading a normal life</li> </ul>	<p>she became sad</p> <p>she lost sleep and put on weight</p> <p>she felt she could not live a normal life  she did not have the opportunity...  she is without the possibility...</p>	<p>they troubled her</p> <p>she could not lead/enjoy a normal life (no “unless something changes”)</p>

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>7. Read lines 57-64.</p> <p>(a) How did Maria try to cure her addiction? <b>1 point</b></p> <ul style="list-style-type: none"> <li>she banned herself from going to town/stayed away from the town/imposed a city ban on herself/prescribed herself a town ban <u>or</u> went out without any money/took no money with her when she went out (<i>both elements required</i>)</li> </ul>	street ban	she banned herself from going to town
<p>(b) What shows that this did not work? <b>1 point</b></p> <ul style="list-style-type: none"> <li>window-shopping <u>and</u> made lists of/wrote down things to buy</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>made lists of/wrote down things to buy <u>and</u> when she had money</li> </ul> <p>she would go window-shopping and make a list of all the things she wanted to buy</p> <p>she wrote lists of things she wanted to buy when/if/as soon as she had money (again)/so she could come back when she had money/with the money</p>	she wrote about the things ...	she would write a list of all the things she wanted to buy

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>8. Read lines 65-76.</p> <p>Why did Maria's parents end up wondering if she might be ill?</p> <p><b>2 points</b></p> <ul style="list-style-type: none"> <li>• she burst/broke into tears/was crying a lot/was frequently tearful/would start to cry</li> <li>• she was nervous/jittery/edgy/<u>looking</u> anxious</li> <li>• she began to/would shake/tremble/shake/quiver/got the shakes/she was caught trembling</li> <li>• she couldn't concentrate/lacked/lost concentration</li> </ul> <p><b>(any 2 from 4)</b></p>	<p>she began to vomit and burst out in tears</p> <p>she caught a tremble her finger began to shake</p> <p>she could not concentrate herself</p>	<p>anxious</p>

Question/Acceptable answers	2 points	Unacceptable answers	Irrelevant/Insufficient
<p>9. Read lines 83-95.</p> <p>What success has she had, since seeing a therapist?</p> <ul style="list-style-type: none"> <li>she does not borrow (money) she has stopped borrowing money she does not get her friends to lend her money any more she does not get loans from her friends</li> <li>she has paid them back almost/nearly/practically everything/most of it she has paid back most of what she borrowed/owes she has paid back most of her debts she has paid almost all of them back she has returned nearly everything</li> </ul>		<p>her friends do not lend her money any more she does not need/have to borrow money she does not take money off her friends</p>	<p>she had paid back (all) the money</p>

10. UNIT 1

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>„Meine Eltern haben mir gesagt, ich sollte zum Arzt.“</p>	<p>My parents</p> <p>told me to</p> <p>said (to me) (that) told me (that)</p> <p>I should/ought to</p> <p>go to/see/go and see/go see/visit</p> <p>the/a doctor/doctor's</p>	<p>My parent</p> <p>have/had told me to go tell me</p> <p>have said I should go spoke to me and said spoke to me about seeing</p> <p>I must/need to/was to/had to/have to</p> <p>...I should speak to the doctor</p>	<p>had a talk with me and said</p> <p>suggested I should go</p> <p>I am/was supposed to I should have gone</p> <p>therapist</p> <p>My parents have taken me to the doctor. My parents had me go to the doctor. My parents made me see the doctor.</p>

10. UNIT 2

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Und das war das Beste, was mir passieren konnte!</p>	<p>And</p> <p>that/it/this was</p> <p>the best thing</p> <p>that/which</p> <p>could happen could have happened</p> <p>to me</p>	<p>omission of <u>And</u></p> <p>is</p> <p>the best</p> <p>what</p> <p>could of happened</p> <p>for me</p> <p>omission of <u>to me</u></p>	<p>happened</p> <p>was going to happen</p> <p>omission of <u>could (have)</u></p>

10. UNIT 3

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Der Arzt hat lange mit mir geredet.</p>	<p>The doctor</p> <p>spoke/talked/chatted</p> <p>to/with me</p> <p>for a long time for ages at length</p> <p>The doctor had a long talk/chat with me. The doctor spent a long time talking to me.</p>	<p>omission of <u>Der</u></p> <p>had/has spoken with me was talking etc</p> <p>for a while for long</p> <p>The doctor spoke long with me. The doctor had a long conversation/discussion with me. The doctor discussed things with me for a long time.</p>	<p>spent time</p> <p>longer</p> <p>The doctor had long talks/discussions with me. The doctor and I had a long talk/chat. The doctor spent a long time with me. The doctor had a long gossip with me.</p>

10. UNIT 4

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Zum ersten Mal habe ich ganz offen von meiner Shoppingsucht gesprochen.</p>	<p>For the first time</p> <p>I spoke/talked</p> <p>quite/completely/very/totally/really openly/frankly/honestly</p> <p>about/of my shopping addiction. about being a shopaholic/my shopaholic problem</p> <p>For the first time I was quite open when I spoke about my shopping addiction.</p>	<p>I have/had spoken I could speak I was speaking/talking</p> <p>fairly openly omission of <u>quite</u> open</p> <p>about my whole shopping addiction shopping craving</p> <p>It/That was the first time I had spoken/spoke... For the first time I really opened up and spoke...</p>	<p>The first time/At the first time From the first time First of all The first thing</p> <p>I had to speak We spoke</p> <p>omission of <u>offen</u></p> <p>shopping habits omission of <u>shopping</u></p>

10. UNIT 5

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Ich habe zugegeben, wie unglücklich ich war.“</p>	<p>I admitted/confessed/acknowledged/owned up to</p> <p>how unhappy</p> <p>I was</p> <p>I admitted the extent of my unhappiness.</p>	<p>I revealed I admit I have admitted I had admitted</p>	<p>I realised/granted/added in/expressed I have/had to admit I threw in I had to say</p> <p>I have admittedly realised</p> <p>unlucky/unfortunate omission of <u>how</u></p> <p>I admitted how I was unhappy. I was able to admit ...</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]