

**2006 German**

**Higher – Listening and Writing**

**Finalised Marking Instructions**

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**2006 German  
Higher German –Listening/Writing**

**Marking Instructions**

<b>Question/Acceptable answers</b>	<b>1 point</b>	<b>Unacceptable answers</b>	<b>Irrelevant/Insufficient</b>
<p>1. Why does Katherina think that young people should keep fit?</p> <ul style="list-style-type: none"><li>so that they are healthy/healthier/fit when they are older/ old/adults/in later life/in the future</li> <li>so that they aren't unhealthy when they are older</li></ul>	<b>1 point</b>	so that they stay healthy for longer	so that they benefit... unless there is a clear mention of what the benefit is e.g. maintain fitness level it helps them when they are older
<p>2. What does Katherina do to keep fit?</p> <ul style="list-style-type: none"><li>goes jogging/running <u>with friend(s)</u> OR goes jogging/running <u>regularly</u></li> <li>gets/goes to/takes badminton <u>lessons</u></li> <li>plays volleyball <u>twice a week</u></li></ul> <p>(any 2 from 3)</p>	<b>2 points</b>		

**Question/Acceptable answers**

3. In what ways does Katherina watch what she eats?

**2 points**

- would/does not go to McDonalds/fast food restaurants every day/daily  
does not go to McDonalds much/regularly/very often  
does not eat fast food every day  
rarely/seldom eats fast food/McDonalds  
does not eat much/a lot of fast food  
would/does not live off fast food  
avoids/keeps clear of fast food  
eats a limited amount of fast food
  
- eats a lot/plenty of salad and vegetables

**Unacceptable answers**

does not eat McDonalds twice a week  
she can't go to McDonalds every day  
does not eat fast food  
no McDonalds  
only occasionally at weekends

any mention of fruit  
e.g. lots of salad, veg and fruit

**Irrelevant/Insufficient**

**Question/Acceptable answers**

4. What differences concerning fast food does Katherina notice between Germany and Scotland?

**2 points**

- few(er)/not (as/so) many/less/not a lot of Germans go to fast food restaurants

- Scotland/Britain/here – (lots of) families with young/small/little children eat/live on fast food/go there

young families go there

If a candidate does not mention Germany and Scotland in a response which would otherwise be worth 2 points, award 1 point.

**Unacceptable answers**

not much fast food is eaten in Germany  
fewer Germans eat fast food  
not as many McDonalds and BKs in Germany

**Irrelevant/Insufficient**

eat unhealthily

**Question/Acceptable answers**

5. How did Katherina's parents make sure she ate healthily?

**2 points**

- (a lot of) fruit each/every day/daily
- not too/so many/much/not a lot of sweets/sweeties/candy/confectionery

**Unacceptable answers**

fruit and veg  
twice a day

no sweets  
hardly any  
it was rare that she got sweets  
not as much sweets  
sweet/sugary things

**Irrelevant/Insufficient**

6. How often does she drink alcohol?

**1 point**

- sometimes + at the weekend  
now and again/then  
from time to time  
occasionally  
not very often  
not regularly  
every so often  
  
some weekends

only at the weekend  
a little at the weekend

**Question/Acceptable answers**

7. (a) To what extent does Katherina think there is an alcohol problem in Germany?

**1 point**

- there is a problem in cities/big(ger) towns/in the city

no more or less than in Scotland

it is much the same as in Scotland

no better or worse than in Scotland

it is pretty much equal to Scotland

not any great difference between Scotland and Germany

(b) What is the law in Germany with regard to alcohol and young people?

**2 points**

- can drink/buy beer or wine at 16 (in pub)

- can buy it in shop at 16

If at 16 is given in one part of the answer, it is not required in the second part.

**Unacceptable answers**

problem in cities but not as much as in Scotland

people in the cities drink more

not much more than in Scotland

alcohol

**Irrelevant/Insufficient**

Omission of at 16 anywhere in answer = 0

**Question/Acceptable answers**

8. What does Katherina say about smoking?

**2 points**

- it is unhealthy/bad for your health  
It is bad for you
  
- she does not smoke/never has smoked (and never will)
  
- (lots of) young people/teenagers do it because it is/looks cool  
young people do it to look cool
  
- people smoke due to peer pressure

**(any 2 from 4)**

**Unacceptable answers**

**Irrelevant/Insufficient**

she will/would not smoke  
she does not agree with smoking  
lots of people

children/kids/people  
they think it is cool

**Question/Acceptable answers**

9. What health issues has she noticed in Scotland?

**2 points**

- a lot of/(too) many people are too fat  
a lot of people have health problems because of weight/they are fat
  
- little/small/young children who are very/really/too fat/really overweight/obese  
there are (some) very fat small children  
some small children are very fat  
little/small/young children who cannot/are unable to do sport because of their size/because they are so fat

**Unacceptable answers**

a lot more people

small children are very fat

**Irrelevant/Insufficient**

more people

overweight

**Question/Acceptable answers**

10. Why does Katherina think that children in Germany are not as overweight as many in Scotland?

**3 points**

- German children/they eat a sandwich/bread (and butter) /roll/apple at the interval/at break  
Germans take a sandwich to school
- sweets not sold in schools (in Germany)  
you cannot buy sweets in schools
- Scots eat crisps at break time/at school  
In Scotland they eats crisps at break time/at school  
Germans do not eat crisps at school
- (German) children do sport in the afternoon/after school/after lunch  
almost every German child does sport  
lots of sports clubs for them

**(any 3 from 4)**

**Unacceptable answers**

at lunch

sweet things (check with answer to Qn 5 – if penalised then, do not penalise a second time)  
they are not allowed to buy sweets

chips

in their lunch-break

sports opportunities/activities

**Irrelevant/Insufficient**

Scottish children eat crisps

there is a lot of sport for young people

## 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]