

**2006 German**

**Higher – Reading and Directed Writing**

**Finalised Marking Instructions**

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## **Higher German 2006 : 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.

## 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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**Question/Acceptable answers**

1. Why do many young people find that they need a part-time job? **2 points**

- their life is expensive  
being a student/a young person is expensive  
they need money for: 2 ex their phone, clothes, the  
cinema, holidays
  
- pocket money (usually) not enough  
pocket money does not cover their costs  
the money they get from their parents is not enough/  
insufficient/inadequate
  
- so that they do not have to rely on parents  
so that they can earn their own money  
so that they do not need to go to their parents  
it is a welcome alternative to the parental purse  
to stop taking money from their parent's purse/pocket

**(any 2 from 3)**

**Unacceptable answers**

their life is beautiful and expensive

they cannot depend on their pocket  
money

so they do not need to borrow from  
their parents

**Irrelevant/Insufficient**

pocket money does not go far

to have financial independence

**Question/Acceptable answers**

2. Sebastian Herbst is one of these students.

(a) What exactly does he do?

**1 point**

- delivers/distributes TV (guides) and other magazines /illustrated papers OR  
delivers/distributes magazines/papers/does a paper-round twice a week OR  
delivers/distributes magazines/papers/does a paper-round on his bike

hands out/gives out/carries

delivers a/the TV magazine  
delivers magazines

(b) What **two** major expenses does he want to pay for?

**1 point**

- exchange/school-trip to France and trip/journey /holiday/travel to Scotland

his yearly trip to Scotland  
school-trip to Frankfurt

(c) How did he come by his job?

**1 point**

- mother saw/read advert in the paper  
mother found the job/it in the paper  
mother showed him the ad in the paper  
his mum read about it in the newspaper

mother got it for him  
in the magazine

**Question/Acceptable answers**

3. Read lines 29–42.

(a) How does Sebastian organise his work?

**2 points**

- divides his round into 3  
divides the area into 3 rounds  
does it in 3 trips  
he shares it between 3 tours  
in 3 tours of the district
- does one round after the other (on his bike)  
does each in turn

(b) What comment does he make about the weather?

**1 point**

- has to go out in all weathers/no matter the weather/he  
has to work in any weather conditions  
customers want their magazines in all weathers/despite  
the weather

OR

- it is awful/difficult/bad/not good/rubbish/silly/stupid/a  
pain when it is hot/there is (black) ice  
it seems stupid when it is hot/there is (black) ice

(c) What **two** things does Sebastian say about his job?

**1 point**

- easy money
- fun/likes doing it/enjoys his job
- does not interfere with his school work/school work  
does not suffer/school work can fit around it

**(any 2 from 3 for 1 point)**

**Unacceptable answers**

Any answer which states that  
someone else has divided his  
district into 3  
He shares it with other people  
Sometimes there are 3 trips

in most weathers

it pays good money  
makes him very happy  
it does not come before/get on top  
of his school work

**Irrelevant/Insufficient**

**Question/Acceptable answers**

4. Read lines 43–61.

(a) What motivated Susanne Hupfer to find work?

**1 point**

- financial independence/freedom  
she was financially dependent/she is financially independent

(b) Why did she particularly want to be a waitress?

**1 point**

- because of the hourly rate/pay/wages and tips  
good pay and tips

**Unacceptable answers**

financial impossibilities/problems

student loan  
drinking money

**Irrelevant/Insufficient**

to be independent  
financial reasons

**Question/Acceptable answers**

5. What does Susanne say about dealing with people?
- every customer/guest is different/the work is varied
  - she finds working/dealing/getting on with people easy/the contact with people is easy for her she finds it easy to relate to people
  - you learn to approach people in a relaxed way  
you learn to be relaxed with/around/towards people  
you learn to be cool with people
  - (you learn) to be friendly/nice/pleasant towards unfriendly/  
unkind people/guests/customers/clients
  - some days/sometimes/at times/there are days when it is/can be stressful/can cause a lot of stress

**(any 2 from 5)**

**2 points**

**Unacceptable answers**

- to walk up to
- to go relaxed to the people
- to relax with people
- to be casual with people
- to loosen up around people
- to be loose with people
- overfriendly
- above all unfriendly guests
- tough/challenging/stressy
- it is stressful i.e. omission of sometimes

**Irrelevant/Insufficient**

person

she likes working with people

If candidate does not offer option 3, then the answer to option 4 must include you learn

**Question/Acceptable answers**

6. Read lines 62–68.

(a) Why is Susanne working fewer hours just now?

**1 point**

- because of her school leaving/end of school/final exams

so her work doesn't affect her marks/grades/results/exams

she does not want her school grades affected

so she does not spoil her school grades

so that work does not impair/get in the way of her school grades

she has to concentrate on her grades

to get the grades she wants

to get her grades

(b) In what way has her job helped her at school?

**1 point**

- she's improved her mental arithmetic

she is better at mental arithmetic/sums in her head/working things out in her head/counting in her head/calculating in her head

with mental arithmetic

**Unacceptable answers**

**Irrelevant/Insufficient**

because her work is affecting her schoolwork in a big way

she has an exam/exams to study for end of year exams

she has too much school work to do

her memory is better

arithmetic

she is better at remembering head calculation/arithmetic

she understands mental arithmetic better

**Question/Acceptable answers**

7. Read lines 69–79.

(a) What does Andreas' job involve?

**2 points**

- direct contact with the public/customers
  
- fills/stacks the shelves/fills the empty shelves
  
- in charge of/responsible for the empties in the drinks department

**(any 2 from 3)**

**Unacceptable answers**

works in the customer contact section

fills the empty spaces  
sorts out the shelves  
tidying/clearing/cleaning  
he works on the shelves

any wording which suggests he is clearing away empties from the shelves or aisles

**Irrelevant/Insufficient**

working in a supermarket twice a week

working in the drinks section

**Question/Acceptable answers**

7. (b) Why do his parents have no objections to his working? **2 points**

- it's good/nice he is earning money  
they are pleased he is earning money
  
- his brother did same job before/once/earlier  
his brother had the/this/that job
  
- there have been no problems with school  
it did not affect his/their schooling  
the job gave his brother no problems with school

**(any 2 from 3)**

**Unacceptable answers**

it is good he is working

his brother did it before him  
his brother had a similar job  
a job like this

he has no problem at school

**Irrelevant/Insufficient**

his brother worked there

**Question/Acceptable answers**

8. Read paragraph 7 (lines 87-93).

Why does Andreas feel his job has been a good experience?

**1 point**

- you have a different/new attitude towards money  
you have a different feel(ing) for money  
you feel differently about money  
you have an other feeling for money  
you get a new feeling for money  
you get a better understanding of money  
you get a better sense about money  
you get a different outlook on money  
it has given him an appreciation of the value of money
- you think about/consider how you spend your money/what you spend it on/what you buy with it  
you spend it in a more considered way  
you are more careful with money/you take more care with money
- he would not want to do this for ever/life  
he would not want to do this job all his life/his whole life

**(any 1 from 3)**

**Unacceptable answers**

**Irrelevant/Insufficient**

he has received new feelings for money  
he experienced a new feeling when he works for his own money  
a good feel for money

you think about why you spend your money  
you get an idea of handling money  
you are more considerate about money  
you consider how much your money is worth

later in life

9. UNIT 1

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>„Ich weiß genau, wo man alles im Supermarkt finden kann</p>	<p>I know</p> <p>exactly precisely the exact place</p> <p>where</p> <p>you can find one/people can find</p> <p>everything in the supermarket all the things in the supermarket anything in the supermarket</p> <p>where everything can be found in the supermarket</p>	<p>I exactly know</p> <p>where to find I can find you find (omission of can) you would find</p> <p>the exact place of everything things</p> <p>where everything is in the supermarket</p>	<p>which bottle of white wine</p> <p>now/completely I correct/correctly of course/for certain already I know enough about</p> <p>what</p> <p>all the supermarket it in all supermarket in a supermarket</p> <p>where all you can find in the supermarket is</p>

9. UNIT 2

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>und welche Flaschen wir zurücknehmen dürfen“, sagt Andreas.</p>	<p>and which bottles what</p> <p>we</p> <p>are allowed/permitted to may</p> <p>take back accept</p> <p>says/said Andreas</p>	<p>bottle</p> <p>you/I</p> <p>can/are able to would be allowed</p> <p>are allowed to be taken back</p>	<p>false information bottled drinks bottled beers flasks/glass/areas/fleeces/meat/chickens what is useless</p> <p>they/he</p> <p>must/have to should take back (omission of <u>dürfen</u>)</p> <p>which bottles to take back</p> <p>be removed take</p> <p>are allowed to go back we allow to be taken back which we may return</p>

9. UNIT 3

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Wenn Kunden genervt und unfreundlich sind,</p>	<p>If When Whenever</p> <p>customers clients</p> <p>are</p> <p>irritated worked up annoyed stressed</p> <p>and</p> <p>unfriendly unpleasant</p>	<p>the/a customer</p> <p>were get</p> <p>angry</p>	<p>people customer service</p> <p>get on his nerves</p> <p>nervous annoying irritating/irritable nerve-wracking aggressive rude nervy in a bad mood</p> <p>or</p> <p>omission of either adjective</p>

9. UNIT 4

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>hat er seine eigene Taktik entwickelt:</p>	<p>he has developed he has worked out he has devised</p> <p>his own</p> <p>strategy/strategies tactics/tactic</p>	<p>he developed he develops he had developed</p> <p>a few tactics of his own</p> <p>technique</p>	<p>she I one you</p> <p>has he developed</p> <p>must develop has to develop has to be able to develop had to develop</p> <p>has derived</p> <p>Omission of <u>own</u> a particular tactic her own</p> <p>has he his own strategy developed he has his own developed tactics he has to show his tatics</p> <p>a tactical approach</p>

9. UNIT 5

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>„Man muss sympathisch sein und den Kunden helfen.“</p>	<p>You One</p> <p>must be have to be need to be</p> <p>pleasant nice congenial</p> <p>and</p> <p>help the customers. clients.</p> <p>be helpful to the customers provide help for the customers</p>	<p>I</p> <p>should be</p> <p>kind sympathetic understanding friendly</p> <p>You must act nice</p> <p>customer client</p> <p>omission of <u>the</u></p>	<p>I must sympathise</p> <p>likeable appealing polite</p> <p>the customer will help</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]