



2008 German

Higher – Reading and Directed Writing

Finalised Marking Instructions

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Higher German 2008: 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.

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Marking Instructions

Question/Acceptable answers

1. According to paragraph one, what questions might young people ask themselves at the end of their school career?

2 points

- study/studies/college/university or apprenticeship/train(ing)/further education/become a trainee/learn a trade and (if study,) what (to study)

- stay at home or move out/take off/leave (your house/home)/go elsewhere and (if move out), where (to)

If 'wenn' is mistranslated in both elements, this should be regarded as a repeated error on the second occasion and no further penalty applied

Unacceptable answers

Ausbildung=work/a job/education/work experience

Any translation of 'wenn' as when negates the answer
eg when and what to study

Ausziehen = go abroad/pull out
stay in the house

Irrelevant/Insufficient

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>2. Read lines 11–23. 1 point</p> <p>(a) How does Sabrina feel about her choice of going to America as an au pair?</p> <ul style="list-style-type: none"> it was the best decision ever/so far/yet it was the best decision she ever made <p>(b) Eleven months on, what has been good about the experience? 2 points Mention two things.</p> <ul style="list-style-type: none"> she has met/got to know wonderful/great/marvellous people she has experienced (so) many/countless/numerous/a large number of/a lot of new things she has had so many new experiences she has become/she is (now) <u>much more</u> independent/<u>really</u> independent she has brought/taken/got her English up to a high/advanced level/standard <p style="text-align: right;">(any 2 from 4)</p>	<p>the best decision she could make/have made the best decision to make</p> <p>nice people Menschen=girls</p> <p>she has tried/learned/discovered</p> <p>self-sufficient</p>	<p>it was her best decision</p> <p>several/a few/a number of</p> <p>very/more independent</p> <p>her English has got a lot better/has improved she has taken her English up a level she has taken her English to a new level/another level</p>

Question/Acceptable answers	1 point	Unacceptable answers	Irrelevant/Insufficient
<p>3. Read lines 24–30.</p> <p>(a) What can au pairs do to collect the credits required by their programmes? Mention two things.</p> <ul style="list-style-type: none"> • attend/go to college • voluntary/charity work • language class/course <p style="text-align: center;">(any 2 of these for 1 point)</p>	1 point	<p>visit college school</p> <p>freewill can volunteer</p> <p>speaking/talk course</p>	
<p>(b) What has Sabrina chosen?</p> <ul style="list-style-type: none"> • a first-aid course <u>and</u> a Spanish course 	1 point	<p>first help self-contained self-taught</p>	

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>4. Now read lines 31–45.</p> <p>(a) How does she spend her free time during the week? 1 point</p> <ul style="list-style-type: none"> meets friends in cafés, to watch videos/films/for a video/film evening/movie-night or in a karaoke bar 	<p>goes to cafés with friends goes to the cinema with friends video arcades</p>	
<p>(b) How is it easy for her to explore New York at the weekend? 1 point</p> <ul style="list-style-type: none"> it only takes (about) an hour/it takes (just) under an hour in the train to get to New York/Manhattan (from where she stays/New Jersey) 	<p>a few hours a flight</p>	

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>5. Read lines 46–59.</p> <p>(a) Some au pairs have unpleasant experiences. Give details of three of these. 3 points</p> <ul style="list-style-type: none"> • <u>family</u> with <u>two</u> hyperactive children some families have 2 hyperactive children • unfriendly granny lives in the house granny who hates young people lives in the house • <u>have to/must</u> work until 10.00 pm/22.00 <u>every night</u> • only allowed to eat certain things/particular food from the fridge not allowed particular things to eat from the fridge <p style="text-align: right;">(any 3 from 4)</p>	<p>a house with 2 hyperactive children being passed with 2 hyperactive children 2 hyperactive children who are unfriendly geraten=advises</p> <p>any response which suggest young people hate granny</p>	
<p>(b) What unpleasant accommodation are some au pairs given?</p> <ul style="list-style-type: none"> • tiny/small/little room under the stairs 1 point 	<p>smallest cupboard/space</p>	<p>under the stairs room under the stairs</p>

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>6. Read lines 60–67.</p> <p>(a) What does she say about the parents her friend worked for?</p> <ul style="list-style-type: none"> they wanted as little as possible to do with their child(ren) 	<p>they wanted to do as little as possible with their children omission of 'wanted' <u>for</u> their children</p>	
<p>(b) What did her friend have to do each day?</p> <ul style="list-style-type: none"> give the 8 year old (boy/son) 70 tablets and/then take the boy/child to the psychiatrist 	<p>psychologist</p>	

Question/Acceptable answers

7. Read lines 68–76.

Give details of some of the different rules which au pairs must accept.

2 points

- not allowed out during the week/on week-days
cannot go out during the week/on week-days
are banned from going out during the week/on week-days
have a going out ban during the week/on week-days

- (must) be in/home at/before/by 10.00 pm/22.00
have a curfew to be in at 10
have a 10 pm curfew

- can stay out/away all night as long as they are
back/in/home (in time) to waken children
can stay out all night as long as they wake up the children

(any 2 from 3)

Unacceptable answers

Irrelevant/Insufficient

curfew

wrong modal verb eg must stay out

Question/Acceptable answers

8. Read lines 77–86.

What advice does the author give about finding a suitable family? **1 point**

- be as honest/genuine/truthful as possible

- think carefully/exactly about what you/to want/expect from the year
consider what you want from the year

- ask all your questions during the telephone interview
use a/the telephone interview as an opportunity to put questions to the family
use the telephone interview and ask questions
have a telephone interview and ask about things

(any 1 from 3)

Unacceptable answers

be honest where possible

Irrelevant/Insufficient

Question/Acceptable answers

9. Read lines 87–94.

Why should the au pair adopt the motto “what doesn’t kill me will make me stronger”?

2 points

- if that is your attitude/in this mind set/in that case/if you do,/(because) then hardly anything can go wrong

- you can look forward to a great/brilliant/fantastic/super/mad year

- new experiences are guaranteed – positive/good as well as/and/or negative/bad

(any 2 from 3)

Unacceptable answers

not much can go wrong
then you can hardly go wrong

it can be a year to look forward to
you will look forward to a great year

new experiences are almost guaranteed

Irrelevant/Insufficient

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.

Category	Mark	Description
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.

10. UNIT 1

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>In meiner Familie bin ich für zwei Schulkinder verantwortlich.</p>	<p>In my family</p> <p>I am</p> <p>responsible for in charge of</p> <p>two</p> <p>school-children school-kids children of school age</p>	<p>In my host family</p> <p>I was</p> <p>insertion of 'the'</p> <p>school-pupils</p> <p>I have the responsibility for two school children</p> <p>In my family I am for two school children responsible.</p>	<p>In the family</p> <p>I looked after</p> <p>children (omission of 'school')</p> <p>I have two responsible school children.</p>

10. UNIT 2

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Daher habe ich jeden Morgen frei.</p>	<p>Because of this/that For this/that reason So That's why Therefore/Hence This/That means Due to that</p> <p>I have</p> <p>every morning the morning (the) mornings in the morning(s)</p> <p>off. free.</p> <p>That's why I am off/free every morning.</p>	<p>I had (unless repeated error)</p> <p>That's why every morning is free for me.</p>	<p>Omission of 'daher' From this/that/there Apart from this/that After this/that For this/that With this/that Here From then on</p> <p>a morning</p> <p>So I have free time every morning. That's why every morning I have free.</p>

10. UNIT 3

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Am Nachmittag bin ich hauptsächlich dazu da,</p>	<p>In the afternoon(s)</p> <p>I am</p> <p>mainly chiefly</p> <p>here there</p> <p>In the afternoon the main reason I am there is</p>	<p>mostly most of the time</p> <p>...I am mainly responsible for ...the main thing I do is ...my main job is</p>	<p>At afternoons At the afternoon After lunch At dinnertime</p> <p>I have to</p> <p>I am chief I am the head neuter</p> <p>I am mainly with it/them there</p> <p>my main concern/principle .</p> <p>...I am mainly with them ...I mainly make sure ...I am chiefly occupied wit ...I am in charge of</p> <p>I was mainly given the purpose dazu=also</p>

10. UNIT 4

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>die Kinder zur richtigen Zeit an den richtigen Ort zu bringen</p>	<p>to bring/of bringing/(I) bring to take/of taking/(I) take to get/of getting/(I) get</p> <p>the children</p> <p>to the right/correct/proper place</p> <p>at the right/correct/proper time</p>	<p>at the right place</p> <p>insertion of 'und' after 'Zeit'</p>	<p>Omission of 'bringen'</p> <p>to make sure that (the children) must be brought/taken</p> <p>to collect to pick up to bring back</p> <p>the child</p> <p>on time to the right time in the right time</p> <p>Any response in the passive voice, eg the children are taken to the right place at the right time</p>

10. UNIT 5

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
und ihnen am Abend etwas zu kochen.	<p>and</p> <p>(to) cook/cooking/(I) cook</p> <p>something for them them something (to eat)</p> <p>in the evening(s).</p>	<p>tea/dinner for them</p> <p>at night</p>	<p>so</p> <p>have to cook</p> <p>omission of 'ihnen'</p> <p>omission of 'etwas'</p> <p>in the afternoon at evenings at nights</p> <p>and to cook their evening meal for them.</p>

Higher Writing

Task: Directed Writing, addressing 6 bullet points.

- 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.
 - 4 In the 2008 paper it has been identified that a number of candidates have not written about a house exchange, but about an exchange with a German family. If, in the course of bullets 3, 4 and 5, it becomes clear that there is a German person present in the house, 2 marks are to be deducted on one occasion only. If the house exchange has been misunderstood, it is likely that bullet 6 will also not have been addressed and a further 2 marks are to be deducted in this case.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	15	<ul style="list-style-type: none"> • All bullet points are covered fully, in a balanced way, including a number of complex sentences. • Some candidates may also provide additional information. • A wide range of verbs/verb forms, tenses and constructions is used. • Overall this comes over as a competent, well thought-out account of the event which reads naturally. 	<ul style="list-style-type: none"> • The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error. • Where the candidate attempts to use language more appropriate to post-Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression. 	<ul style="list-style-type: none"> • The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence. • There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order. • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. • The language flows well.
Good	12	<ul style="list-style-type: none"> • All bullet points are addressed, generally quite fully, and some complex sentences may be included. • The response to one bullet point may be thin, although other bullet points are dealt with in some detail. • The candidate uses a reasonable range of verbs/verb forms and other constructions. 	<ul style="list-style-type: none"> • The candidate generally handles verbs and other parts of speech accurately but simply. • There may be some errors in spelling, adjective endings and, where relevant, case endings. • Use of accents may be less secure. • Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately. • There may be minor misuse of dictionary. 	<ul style="list-style-type: none"> • There may be less variety in the verbs used. • The candidate is able to use a significant amount of complex sentences. • In one bullet point the language may be more basic than might otherwise be expected at this level. • Overall the writing will be competent, mainly correct, but pedestrian.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	9	<ul style="list-style-type: none"> The candidate uses mainly simple, more basic sentences. The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. In some examples, one or two bullet points may be less fully addressed. In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues. 	<ul style="list-style-type: none"> The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses. There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in the use of accents. Some prepositions may be inaccurate or omitted eg I went the town. While the language may be reasonably accurate in three or four bullet points, in the remaining two control of the language structure may deteriorate significantly. Overall, there is more correct than incorrect. 	<ul style="list-style-type: none"> The candidate copes with the past tense of some verbs. A limited range of verbs is used to address some of the bullet points. Candidate relies on a limited range of vocabulary and structures. Occasionally, the past participle is incorrect or the auxiliary verb is omitted. Sentences may be basic and mainly brief. There is minimal use of adjectives, probably mainly after “is” eg The boss was helpful. The candidate has a weak knowledge of plurals. There may be several spelling errors eg reversal of vowel combinations.
Unsatisfactory	6	<ul style="list-style-type: none"> In some cases the content may be basic. In other cases there may be little difference in content between Satisfactory and Unsatisfactory. The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as <i>to be, to have, to play, to watch</i>. While the language used to address the more predictable bullet points may be accurate, serious errors occur when the candidate attempts to address the less predictable areas. The Directed Writing may be presented as a single paragraph. 	<ul style="list-style-type: none"> Ability to form tenses is inconsistent. In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. There may be confusion between the singular and plural form of verbs. There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion, spelling and, where appropriate, word order. Several errors are serious, perhaps showing mother tongue interference. There may be one sentence which is not intelligible to a sympathetic native speaker. One area may be very weak. Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> The candidate copes mainly only with the predictable language required at the earlier bullet points. The verbs “was” and “went” may also be used correctly. There is inconsistency in the use of various expressions, especially verbs. Sentences are more basic. An English word may appear in the writing or a word may be omitted. There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	3	<ul style="list-style-type: none"> The content and language may be very basic. However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory. 	<ul style="list-style-type: none"> Many of the verbs are incorrect or even omitted. There are many errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion, word order, spelling. Prepositions are not used correctly. The language is probably inaccurate throughout the writing. Some sentences may not be understood by a sympathetic native speaker. 	<ul style="list-style-type: none"> The candidate cannot cope with more than 1 or 2 basic verbs, frequently <i>had</i> and <i>was</i>. The candidate displays almost no knowledge of past tenses of verbs. Verbs used more than once may be written differently on each occasion. The candidate has a very limited vocabulary. Several English or “made-up” words may appear in the writing. There are examples of serious dictionary misuse.
Very Poor	0	<ul style="list-style-type: none"> The content is very basic <p>OR</p> <ul style="list-style-type: none"> The candidate has not completed at least three of the core bullet points. 	<ul style="list-style-type: none"> (Virtually) nothing is correct. Most of the errors are serious. Very little is intelligible to a sympathetic native speaker. 	<ul style="list-style-type: none"> The candidate copes only with “have” and “am”. Very few words are correctly written in the foreign language. English words are used. There may be several examples of mother tongue interference. There may be several examples of serious dictionary misuse.

What if....?	
the candidate only addresses one part of one of the introductory, predictable bullet points?	In such a case the candidate is deemed to have not addressed the bullet points and a 2 mark penalty is made (ie 2 marks are deducted from the final mark awarded). This procedure applies at all categories.
some bullet points fit into one category but others are in the next, lower category?	<p>It is important to look carefully at which bullet points are better addressed.</p> <p>If the better sections include the more predictable bullet points, the marker is less likely to be generous than if the unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet points, a lower mark must be awarded.</p> <p>It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet points – or even bullet points which are not there – than for the four remaining bullet points. In such cases, the lower mark being considered should be awarded.</p>
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.
the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but where accuracy is concerned, contains some possibly serious grammatical errors in more basic structures as a result of using relatively advanced structures combined with a less than confident knowledge of the more basic structures?	This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate <u>can</u> do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 9.

[END OF MARKING INSTRUCTIONS]