



2010 German

Higher – Listening/Writing

Finalised Marking Instructions

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2010 German

Higher German – Listening/Writing

Marking Instructions

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>1. (a) When did Rica first apply to the Rotary Club in Freital? 1 mark</p> <ul style="list-style-type: none">July 2009/last July/<u>almost/nearly</u> a year ago Almost a year ago in July	at the start of 2009 June 2009	
<p>(b) How long was it before she received the forms she needed? 1 mark</p> <ul style="list-style-type: none">6 weeks	Only 6 weeks before she left	
<p>2. Where is Rica getting the money from to pay for the flight and insurance? 2 marks</p> <ul style="list-style-type: none">(part-time) job/she has a job/she got a job/she has a wee job Savings/she has saved some moneyParents (pay the rest)	full-time job She helps her parents	

Question/Acceptable answers	2 marks	Unacceptable answers	Irrelevant/Insufficient
<p>3. Why did Rica choose to go to the United States rather than another English-speaking country?</p> <ul style="list-style-type: none"> Had a visit from a cousin from the US Cousin from America visited them Had a cousin over from the States American cousin visited them Told her (a lot) about it/US/the States/America Explained/talked about it/US etc Told stories about it/US etc Cousin was always talking about it/US etc 		Her cousin visited there	Cousin lives in US Had a visit from a cousin
			She was very enthusiastic about it

Question/Acceptable answers

4. What attracts Rica to go and study at an American high school? **2 marks**

- You hear so much about it/them

- Is it like it is in films?/Are they like they are in films?
She wants to see (for herself) if they are like they are in films
If the films portray them accurately
Are the movies accurate?
She wants to know if everything is really like it looks in the films

N.B. There must be a question or some enquiry expressed in the answer.

- Is it/school more fun than at home/in Germany?
School looks more fun than in Germany
American schools look like fun
American schools look/seem more fun
She wants to know if schools are more fun in America
She feels she will have more fun in school there
She thinks school in America is more fun than in Germany.
Wants to see how fun it is compared with her school

N.B. There must be a question or some enquiry expressed in the answer.

(2 from 3)

Unacceptable answers

School is more fun

Irrelevant/Insufficient

She has seen them in films and wants to see them for herself

They have more fun in American high schools

Question/Acceptable answers	2 marks	Unacceptable answers	Irrelevant/Insufficient
<p>5. Apart from the high school, what interests her? Mention two things.</p>	<p>2 marks</p>	<p>the cultures</p>	<p>Culture</p>
<ul style="list-style-type: none"> • Landscape/countryside/scenery • Cultural differences The differences between the cultures The different culture/The culture is different Learning about different culture(s) • Its/the country's variety The (many) different aspects/sides of the country The many (different) sides of the country 	<p>(2 from 3)</p>		<p>Other aspects of the country</p>
<p>6. Where in Illinois is Algonquin?</p>	<p>1 mark</p>		
<ul style="list-style-type: none"> • One hour in <u>car</u>/an hour's <u>drive</u> from Chicago 			
<p>7. How long will Rica be away in America?</p>	<p>1 mark</p>		<p>She will be back in July Next July</p>
<ul style="list-style-type: none"> • 11 months From August to July 			

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>8. (a) How is Rica's mother going to feel about her going away to America?</p>	<p>She is looking forward to it for her excited</p>	<p>She is pleased supportive enthusiastic</p>
<ul style="list-style-type: none"> Pleased/happy/glad/delighted/joyful for her Happy she is getting such an opportunity 	<p>She will find it hard to say goodbye She will miss her</p>	<p>Hard</p>
<ul style="list-style-type: none"> It will be hard/difficult (for her) She will find it hard when Rica is away She will find it hard when she goes She will find it hard to cope She thinks it will be hard. 		
<p>(b) What do her friends think about it?</p>	<p>Huge opportunity It is good that she will get this experience They find it good as she will have more possibilities It's good because of the opportunities she has It will be a once in a lifetime experience</p>	<p>They think it's good (for her)</p>
<ul style="list-style-type: none"> Good/great that she has this possibility/opportunity/ chance/option It's a good/great opportunity (for her) They are happy that she has this opportunity It's good to have the opportunity 		

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>9. Give details of the three things, other than photos, that Rica is taking with her.</p> <p>3 marks</p> <ul style="list-style-type: none"> • Things to remember best friend by Things to remind her of best friend Keepsake(s)/Memory pieces from her best friend Reminders of her best friend Precious gift from her best friend Presents/Personal objects from her best friend(s) • Piano (sheet) music/notes/books/pieces • German recipes Granny's recipes 	Granny's ashes	Things from her best friend
<p>10. Why might she not be able to go to New York while she is in America?</p> <p>1 mark</p> <ul style="list-style-type: none"> • Quite a distance (away) (Quite/too/very/rather/really) far (away) A long way/journey/distance (away) 		It's a whole distance away

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>11. She sees this year as a chance to improve her English. Mention one other thing she would like to gain from the year.</p>	<p>To improve herself as a person self-responsible self-reliable</p>	<p>More confident</p>
<ul style="list-style-type: none"> • <u>More</u> self-confidence/to be more self-confident <u>More</u> confident in herself <u>More</u> self-assured • <u>More</u> independence/to be more independent <u>More</u> self-sufficient 		
<p>(1 from 2)</p>		

Higher – Writing

Task: Short Essay

Assessment Process:

With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged mark.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	10	<ul style="list-style-type: none"> The topic is 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 and constructions is used. There may also be a variety of tenses. Overall this comes over as a competent, well thought-out response to the task 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	8	<ul style="list-style-type: none"> The topic is addressed, generally quite fully, and some complex sentences may be included. 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. Most of the complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. At times 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	6	<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. The topic may not be 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. 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 go the town. While the language may be reasonably accurate at times, the language structure may deteriorate significantly in places. Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses. 	<ul style="list-style-type: none"> The candidate copes with the present tense of most verbs. A limited range of verbs is used. Candidate relies on a limited range of vocabulary and structures. Where the candidate attempts constructions with modal verbs, these are not always successful. Sentences may be basic and mainly brief. There is minimal use of adjectives, probably mainly after “is” eg My friend is reliable. The candidate has a weak knowledge of plurals. There may be several spelling errors eg reversal of vowel combinations.
Unsatisfactory	4	<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 aspects of the task may be accurate, serious errors occur when the candidate attempts to address a less predictable aspect. The Personal Response 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 – and in 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. Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> The candidate copes mainly only with predictable language. 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	2	<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 – and in spelling and word order. 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 “has” and “is”. 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 	<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 exceeds the recommended word count?	This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 150 words. It is important to assess what has been written – sometimes by exceeding the word count the candidate’s control of the language deteriorates and this has to be reflected in the mark awarded.
the candidate has been asked to address a topic with two aspects but only addresses one of these?	In such a case the candidate is deemed to have not addressed the task fully. The quality of the language should be assessed and the writing should then be placed in the next category down, eg if the writing would otherwise have been awarded 8, it should instead be awarded 6.
some parts of the writing fit into one category but others are in the next, lower category?	If the better sections contain more sophisticated language, it may still be appropriate to choose the higher marks. However, if the better sections contain relatively basic constructions and attempts to use more sophisticated language are unsuccessful, then it is most likely that the writing is at the 6/4 interface and the Marking Criteria should be used to help the marker come to a final decision.
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.

[END OF MARKING INSTRUCTIONS]