



**2012 German**

**Higher – Listening/Writing**

**Finalised Marking Instructions**

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## 2012 German

### Higher German – Listening/Writing

#### Marking Instructions

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
1. (a) What does Svenja say about the wearing of school uniform in many countries?  • It is (quite) typical/normal/It exists. It is common./It belongs to daily life.	Topical Tropical	
(b) In which <b>two</b> countries other than Britain are uniforms compulsory?  • Australia <b>and</b> New Zealand	Australia, New Zealand and Italy	
2. When Svenja was in Britain, what uniform did she have to wear, apart from a tie and blazer? Mention <b>two</b> things.  • Knee-length skirt  • Dark/navy-blue (skirt)  • White blouse/shirt	Long skirt	Blue
<b>(2 from 3)</b>		

**Question/Acceptable answers**

3. Why did wearing a school uniform not bother her?

**2 marks**

- You all/always have the **same** things on/wear the **same** things.  
Everyone wears the **same** things/had the **same** clothes.  
Everyone is/looks/dresses the **same**.  
Everyone was/dressed/looked the **same**.  
It was the **same** clothes every day.
  
- You don't need to think about/choose/decide/worry about/organise/plan/pick out what to put on/wear.

**Unacceptable answers**

**Irrelevant/Insufficient**

It saved her time in the mornings picking an outfit.

It made morning easy.

She did not need to worry about what she looked like.

It is easier to get dressed in the mornings.

Question/Acceptable answers	2 marks	Unacceptable answers	Irrelevant/Insufficient
<p>4. In what ways did some girls try to individualise their school uniforms?</p> <ul style="list-style-type: none"> <li>• They made/make their skirt(s) short(er)/shortened their skirts/rolled up their skirt(s).</li> <li>• They decorated their blazer(s) with badges/pins. They put/stick/wore badges/pins on their blazers/pins. Blazers with badges/pins</li> </ul>	2 marks	<p>They wore short skirts. They pulled up their skirts. They wore their skirts shorter.</p> <p>They decorated their blazers with buttons/stickers.</p>	Irrelevant/Insufficient
<p>5. What steps did other girls take to show their individuality? Mention <b>one</b> thing.</p> <ul style="list-style-type: none"> <li>• (They had) extreme/punk hair-styles/haircuts Exaggerated hair-style/Extreme haircuts/hair colours</li> <li>• (They wore) big/large/huge ear-rings</li> </ul>	1 mark	Extreme ear-rings	Big jewellery
(1 from 2)			

Question/Acceptable answers	1 mark	Unacceptable answers	Irrelevant/Insufficient
<p>6. To what extent did designer clothes play a role in Svenja's life?</p> <ul style="list-style-type: none"> <li>She changed into them/her fashion gear/fashionable clothes as soon as/when she got home. She (always) wears them at home. After school she changes into them. Only when she got home from school. She wears them when not in school. When she came home she had to be in her designer clothes.</li> </ul>	1 mark	<p>When at home she must wear them to feel individual.</p> <p>When she went out after school, that is when she could wear designer clothes.</p> <p>She had to wear them at home.</p>	<p>After school she changes. She has them.</p>
<p>7. What was <b>one</b> of the problems that Svenja was aware of with some families and designer clothes?</p> <ul style="list-style-type: none"> <li>They did/do not have the/enough money for them. They cost too much./They are too dear. They cannot afford them. They are/were not cheap. (They are) expensive. The cost</li> </ul>	1 mark		

Question/Acceptable answers	2 marks	Unacceptable answers	Irrelevant/Insufficient
<p>8. To what extent do school uniforms still show who has money and who does not? Mention <b>two</b> things.</p> <ul style="list-style-type: none"> <li>Hand-me-downs – Any response which shows an understanding of getting clothes worn by another member of the family e.g. Some pupils have to wear a uniform they got from their sister or cousin.</li> <li>They/The poorer ones only have/can only afford two (white) blouses/shirts. People with rich parents have more blouses/shirts. The poorer ones cannot change as often.</li> </ul>	2 marks	<p>They borrow clothes from a sister/cousin. They share clothes with... Wrong direction of handing on e.g. They hand them on to sister.</p> <p>Any wrong number</p>	A few
<p>9. What does Svenja say about the uniforms of pupils from better-off families?</p> <ul style="list-style-type: none"> <li>They have 4 or 5 blouses/shirts/tops They have 4/5 blouses/shirts</li> <li>Which mother irons <b><u>every day</u></b> Which mother <b><u>always</u></b> ironed Which are <b><u>always</u></b> ironed</li> </ul>	2 marks	<p>4 or 5 uniforms/blazers</p> <p>Washed every day</p>	

**Question/Acceptable answers**

10. What happened in her British school, if a pupil arrived at school not wearing uniform?

**2 marks**

- Had to report to/meet with/see head teacher/rector/director/principal/headmaster/headmistress **next morning/day.**  
Got spoken to by headteacher **the next day.**
  
- (If no uniform,) sent home **to change.**

**Note:** The order of events is not important. 2 marks to be awarded to: Sent home to change, had to see headteacher the next morning.

**Unacceptable answers**

If no uniform, they go home to get changed.

**Irrelevant/Insufficient**

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>11. According to Svenja, what <b>two</b> conditions would have to be met, before a school uniform could be introduced in Germany?</p> <p style="text-align: right;"><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Pupils/Kids (would have to) <b>agree</b> to it/having a uniform/pullover/jumper/sweater. Pupils would have to think it was OK.</li> <li>They/The school would have to/must decide themselves what the uniform should be/look like/ what was part of the uniform. They have to agree on a style.</li> </ul> <p>Not a whole uniform, just a pullover Introduce uniform slowly by wearing just a pullover May have to introduce a school jumper before other uniform You could wear a school jumper but choose other clothes yourself Try just one item e.g. a jumper Start with a pullover</p>	<p>The school has to agree to it. Germans have to agree to it. Consult/Get pupil opinions. Everyone would have to agree. Pupils have to agree to buy it themselves.</p>	<p>Introduce a pullover</p>
<p>12. What information does Svenja give about the uniform at one school in Hamburg?</p> <p style="text-align: right;"><b>1 mark</b></p> <ul style="list-style-type: none"> <li>(Different) uniform for each season/according to the season/time of year One for each season/time of year</li> </ul>	<p>School provides a jumper but you buy the rest yourself.</p> <p>The school should design it.</p> <p>Lots of different uniforms each year</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"><li>• The topic is covered fully, in a balanced way, including a number of complex sentences.</li><li>• Some candidates may also provide additional information.</li><li>• A wide range of verbs/verb forms and constructions is used. There may also be a variety of tenses.</li><li>• Overall this comes over as a competent, well thought-out response to the task which reads naturally.</li></ul>	<ul style="list-style-type: none"><li>• The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence.</li><li>• There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order.</li><li>• The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing.</li><li>• The language flows well.</li></ul>
Good	8	<ul style="list-style-type: none"><li>• The topic is addressed, generally quite fully, and some complex sentences may be included.</li><li>• The candidate uses a reasonable range of verbs/verb forms and other constructions.</li></ul>	<ul style="list-style-type: none"><li>• The candidate generally handles verbs and other parts of speech accurately but simply.</li><li>• There may be some errors in spelling, adjective endings and, where relevant, case endings.</li><li>• Use of accents may be less secure.</li><li>• Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately.</li><li>• There may be minor misuse of dictionary.</li></ul>	<ul style="list-style-type: none"><li>• There may be less variety in the verbs used.</li><li>• Most of the complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate.</li><li>• At times the language may be more basic than might otherwise be expected at this level.</li><li>• Overall the writing will be competent, mainly correct, but pedestrian.</li></ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	6	<ul style="list-style-type: none"> <li>• The candidate uses mainly simple, more basic sentences.</li> <li>• The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level.</li> <li>• The topic may not be fully addressed.</li> <li>• In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues.</li> </ul>	<ul style="list-style-type: none"> <li>• The verbs are generally correct, but basic.</li> <li>• Tenses may be inconsistent.</li> <li>• 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.</li> <li>• Some prepositions may be inaccurate or omitted eg I go the town.</li> <li>• While the language may be reasonably accurate at times, the language structure may deteriorate significantly in places.</li> <li>• Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes with the present tense of most verbs.</li> <li>• A limited range of verbs is used.</li> <li>• Candidate relies on a limited range of vocabulary and structures.</li> <li>• Where the candidate attempts constructions with modal verbs, these are not always successful.</li> <li>• Sentences may be basic and mainly brief.</li> <li>• There is minimal use of adjectives, probably mainly after “is” eg My friend is reliable.</li> <li>• The candidate has a weak knowledge of plurals.</li> <li>• There may be several spelling errors eg reversal of vowel combinations.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Unsatisfactory	4	<ul style="list-style-type: none"> <li>• In some cases the content may be basic.</li> <li>• In other cases there may be little difference in content between Satisfactory and Unsatisfactory.</li> <li>• The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as <i>to be</i>, <i>to have</i>, <i>to play</i>, <i>to watch</i>.</li> <li>• 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.</li> <li>• The Personal Response may be presented as a single paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to form tenses is inconsistent.</li> <li>• In the use of the perfect tense the auxiliary verb is omitted on a number of occasions.</li> <li>• There may be confusion between the singular and plural form of verbs.</li> <li>• There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order.</li> <li>• Several errors are serious, perhaps showing mother tongue interference.</li> <li>• There may be one sentence which is not intelligible to a sympathetic native speaker.</li> <li>• Overall, there is more incorrect than correct.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes mainly only with predictable language.</li> <li>• There is inconsistency in the use of various expressions, especially verbs.</li> <li>• Sentences are more basic.</li> <li>• An English word may appear in the writing or a word may be omitted.</li> <li>• There may be an example of serious dictionary misuse.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	2	<ul style="list-style-type: none"> <li>The content and language may be very basic.</li> <li>However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>Many of the verbs are incorrect or even omitted.</li> <li>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.</li> <li>Prepositions are not used correctly.</li> <li>The language is probably inaccurate throughout the writing.</li> <li>Some sentences may not be understood by a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate cannot cope with more than 1 or 2 basic verbs, frequently “has” and “is”.</li> <li>Verbs used more than once may be written differently on each occasion.</li> <li>The candidate has a very limited vocabulary.</li> <li>Several English or “made-up” words may appear in the writing.</li> <li>There are examples of serious dictionary misuse.</li> </ul>
Very Poor	0	<ul style="list-style-type: none"> <li>The content is very basic</li> </ul>	<ul style="list-style-type: none"> <li>(Virtually) nothing is correct.</li> <li>Most of the errors are serious.</li> <li>Very little is intelligible to a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate copes only with “have” and “am”.</li> <li>Very few words are correctly written in the foreign language.</li> <li>English words are used.</li> <li>There may be several examples of mother tongue interference.</li> <li>There may be several examples of serious dictionary misuse.</li> </ul>

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]