



2012 German

Higher – Reading and Direct Writing

Finalised Marking Instructions

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2012 German

Higher – Reading and Directed Writing

Marking Instructions

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>1. Read lines 1-9.</p> <p>(a) How did Anja come to meet Jillian and Danny? 1 mark</p> <ul style="list-style-type: none">Via/through/over/on the Internet On the Internet page of <i>Couchsurfing</i> Via the Couchsurfing website They were looking for somewhere to stay in Washington DC and met them on the Internet.	Over their internet site	
<p>(b) What are you told about Jillian and Danny? 1 mark</p> <ul style="list-style-type: none">They are the same age as the writer/Anja. They are in the same age-group/range as Anja. They are a similar age to Anja. They are the same age as us.They gave Anja (and her boyfriend) a couch to sleep on Their couch was available They have a couch at their disposal They have their couches to offer Anja and boyfriend stayed/slept on their couch	They are older than Anja	They are the same age
(1 from 2)	They put up on people's sofa	

Question/Acceptable answers

2. Read lines 10-24.

Why have they chosen to take clothes and towels made of microfibres? Mention **four** things.

2 marks

- They dry (more) quickly/fast(er)/are (more) quick drying/quick to dry.
- They absorb/soak up (more) water/ They are (more) (water)- absorbent/They suck up (more) water.
- (Everything/It is/They are) (more) practical/handy
- It washes (more) quickly/(more) quickly washable/can be washed (more) quickly/quick(er) to wash/ /they wash fast(er).
- It is light(er)/(more) lightweight/light(er) material It makes their luggage lighter.

(any 4 for 2 marks; 2 or 3 for 1 mark; less than 2 = 0 marks)

Unacceptable answers

Irrelevant/Insufficient

They dry things quickly.

Water-repellent/resistant
Waterproof

Easy to wash

Light to wear

Washable

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>3. Read lines 25-30.</p> <p>(a) Why is there no time pressure on Jillian and Danny now?</p>	1 mark	
<ul style="list-style-type: none"> • Before they left they gave up/resigned from/quit/left their (secure) jobs/gave/handed in their notice. 	<p>They cancelled/terminated their jobs. They had no job to go back to In front of leave. Both left notice on their jobs. They have to quit their jobs.</p>	<p>They don't have a job any more. They handed in their notice.</p>
<p>(b) What is the idea behind their trip? Mention two things.</p>	2 marks	
<ul style="list-style-type: none"> • To be influenced by nothing/nobody. No person/thing should/to influence them. To be under nobody's influence/With nobody to influence them/Nobody will be able to influence them. To stop being influenced by anyone. So that nobody could influence what they were doing. Without any outside pressure or influence. 	<p>Nobody will influence them to stop. They had nobody to influence them. Any mention of influence to leave</p>	
<ul style="list-style-type: none"> • Simply/Just (want) to live for two years To live this way for 2 years Simply 2 years of living This was 2 years simply to <u>live/just</u> to live. They are going to live their own way for 2 years. Simply to have 2 years to themselves 	<p>To live simply/easily for two years. Any mention of an easy/simple life To live there for 2 years. They want to live like nobodies. 2 long years long life</p>	

Question/Acceptable answers

4. Read lines 31-44.

(a) What did they do with all their possessions, before they left America?

3 marks

- They sold their flat/apartment/house/ accommodation **and** car.

- They stored the (most) important/valuable things/stuff with their parents/at their parents'. They gave the (most) important things to their parents to store/to look after. They left/kept the (most) important things with their parents/at their parents'.

- They gave the rest/everything else/the remainder away/to other people. They gifted the rest to other people.

Unacceptable answers

house and cars
They had to sell their house and car.
They put their house and car up for sale.

They sent the (most) important things to their parents.

Irrelevant/Insufficient

The gave/brought the (most) important things to their parents. The (most) important things went to/are with their parents.

Question/Acceptable answers	2 marks	Unacceptable answers	Irrelevant/Insufficient
<p>(b) How did Jillian feel, just before they left?</p> <ul style="list-style-type: none"> (On the one hand) sad to be leaving <u>friends and family</u> Sad - she would miss her <u>friends and family</u> (On the other hand) pleased/delighted/thrilled/excited/happy/joyful/glad/looking forward to be going on a world trip/tour/to be going round the world/to see the world 		<p>Sad - did not want to leave friends and family Nervous/Upset</p> <p>Looking forward to the trip</p>	<p>She felt good about going on a world trip.</p>

Question/Acceptable answers

Unacceptable answers

Irrelevant/Insufficient

5. Read lines 45-52.

What is the most challenging aspect of the trip?

2 marks

- Coming to terms/Coping/Having to deal with/Getting over disappointment(s)/being disappointed/To be rid of feelings of disappointment
- (Especially/Particularly) if/when something is not as/what/how they/you expected/imagined
If something is not like the expectations you had
If something does/did not live up to expectations
If something is different from the expectations/what they thought it was going to be

Getting used to/Being ready/prepared for/to be faced with disappointments
Ignoring disappointments
Not to be disappointed

That there will be disappointments

When the destinations did not turn out to be like the places they had imagined

When it does not go to plan

6. Read lines 53-62.

Why did they go back home in November 2010?

1 mark

- It was cheaper to fly/go home first and then fly to South Africa than to fly from South America to South Africa.
Cheaper to fly to South Africa from their home country/home than from South America to South Africa.
More expensive to fly direct from South America to South Africa than to fly home first then to South Africa.

It was cheaper to fly home than flying from South America to South Africa.

If "nach Hause" is translated as "to their house"

Fly from their house

Question/Acceptable answers

7. Read lines 63-71.

What are their thoughts and plans for after their world trip? Mention **two** things.

2 marks

- They do not/Danny does not have a clue.
They have no idea.
They have/Jillian has no **fixed/firm/solid/definite** plan(s).

- Study **or** return to their careers/occupation/resume her/their occupation/start their career again/return to their job
Study **or** continue with their career/work/Go in to their profession again

- They don't (even) know what town or state they will/want/are going to live in.
They are not sure what town or state they will live in.
They need to decide what town or state they will live in.

(Any 2 from 3)

Unacceptable answers

They have no immediate plans.
They are at a loss.

Time to study
Perhaps study a profession (again)
Get an occupation (again)
Go back to work/the office
Get a job (again)/another job

Irrelevant/Insufficient

They do not know yet.
They are not sure of their plans.

They don't know where they will live/what place they will live in.

Question/Acceptable answers

8. Read lines 72-96.

(a) What **exactly** does Jillian say is different in their relationship?

1 mark

- Relationship/It is (a lot) closer/tighter/They have a (much) tighter relationship/They are (a lot) closer/ They have become (a lot/much) closer...
... as/because they are together all the time/the whole time/because of all the time they spent together/because they were together all the time.

N.B. Both the comment and the reason are required for 1 mark. However, some candidates have included their reason in their response to 8(b). If this is the case, they can be given 1 mark for 8(a).

Unacceptable answers

narrower
more committed
too close
They had lots of closeness

Irrelevant/Insufficient

...they spend more/much/a lot of/ lots of/most of the time together
they spend so much time together

Question/Acceptable answers

(b) What are the reasons for this? Mention **two** things. **2 marks**

- They/You cannot run/get away/escape/flee from each other's moods/if one (of them/you) is in a mood./the other person's moods

They/You have to learn how to cope/deal with/work through/handle each other's moods. You have to learn how to cope when one is in a mood.

You have to face them and learn how to deal with them.

- They cannot hide (their) feeling(s).
You cannot hide (your) feeling(s).

Unacceptable answers

run away from arguments
leave

You cannot be moody so they had to handle it
You must go with the mood

They cannot hide from each other.
They cannot hide **from** their feelings.
They do not hide their feelings.

Irrelevant/Insufficient

You cannot ignore the other's mood

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.

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.

9. UNIT 1

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>„Ich vermisse den Lebensstil, den wir aufgegeben haben,</p>	<p>“I miss</p> <p>the lifestyle the style/way of life</p> <p>that/which omission of “that/which”</p> <p>we have given up we gave up</p>	<p>I missed</p> <p>we had given up we have gave up</p>	<p>the way of the lifestyle the quiet life the life</p> <p>when then</p> <p>I we had/have to give up we used to have we left behind we were had we had been given we spent when we have homework</p> <p>I missed the post we had</p>

9. UNIT 2

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>den Fitnessclub, eine gesunde Ernährung, Wochenendausflüge.</p>	<p>the fitness club/centre/studio the leisure club/centre/studio the gym</p> <p>a healthy diet eating healthy/healthily healthy eating/nutrition healthy nourishment (eating) healthy food a healthy way of eating healthy eating habits</p> <p>Ignore addition of 'and'</p> <p>weekend trips. weekend outings. weekend excursions. outings/trips/excursions at the weekend.</p>	<p>the fitness clubs a fitness club</p> <p>the healthy diet healthy diet the healthy eating a/the healthy nutrition a/the healthy nourishment</p> <p>the weekend trips. weekend excursion/trip/outing. weekend breaks. weekends (weekend trips) away. going away at/on/or the weekend.</p>	<p>We go to the fitness club</p> <p>a healthy food a healthy relationship a healthy support a healthy feeding a healthy maintenance a healthy meal</p> <p>week excursions. weekend flying. weekend's flier. weekend flights. going out at weekends</p>

9. UNIT 3

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Aber ich möchte jetzt keinen Job, in dem ich von 9 bis 17 Uhr arbeite</p>	<p>But/However</p> <p>I wouldn't/would not like (to have) a/any job I would not want a/any job I would like no job</p> <p>now</p> <p>in which where</p> <p>I am working I work I worked/were working</p> <p>(from) 9 (am) to 5 (pm) (from) 9 (am) till/until 5 (pm) From 9 to 5 o'clock</p> <p>But I would like to have no job now where I am working from 9 to 5.</p>	<p>I do not want a job I would have no job</p> <p>right now</p> <p>in that that</p> <p>I have/had to work I must work</p> <p>from 9 to 17 o'clock</p> <p>But I would not like a job now working from 9 to 5.</p>	<p>I want a little/small job I do not have a job I must find a job I like having no job I like not having a job I don't have to do my job</p> <p>Omission of 'now'</p> <p>from 9.17 9 to 17 hours</p> <p>I do not want a job from 9 to 5.</p>

9. UNIT 4

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>und Papier auf dem Schreibtisch herumschiebe“, meint Danny.</p>	<p>and</p> <p>push move shove (pushing/moving/shoving – following on from earlier sections)</p> <p>paper/papers</p> <p>around the/my (writing) desk,” round on the/my desk,”</p> <p>push around paper(s) on the/my desk,”</p> <p>says/states/thinks/opines Danny. said/stated/thought/opined Danny.</p>	<p>Omission of ‘and’</p> <p>slide shift have to push</p> <p>documents the paper</p> <p>(push paper) on the desk writing table table on/at a desk a desk</p>	<p>sort put tussle</p> <p>and paper being pushed around the desk,”</p> <p>explained my Danny</p>

9. UNIT 5

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Auch Jillian vermisst die alltäglichen Dinge, die ihr früher auf die Nerven gingen.</p>	<p>Jillian too/also Also Jillian</p> <p>misses</p> <p>the everyday things the day-to-day things the ordinary/routine things</p> <p>which/that</p> <p>got/have got on her nerves annoyed/have annoyed her irritated/have irritated her got her annoyed</p> <p>before/previously/formerly in the past/earlier</p> <p>which used to get on her nerves. which had previously annoyed her. which once got on her nerves.</p>	<p>missed</p> <p>omission of 'the' thing the daily things all the daily things everyday life things</p> <p>get got on their/his nerves</p> <p>Jillian also misses the everyday things – earlier they got on her nerves.</p>	<p>Even Jillian</p> <p>the things from the old days the dialy things life style the all-day things the old things her little everyday things the weekday things thinks</p> <p>while</p> <p>got her nervous</p> <p>formally</p> <p>which she used to hate.</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.

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.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
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</i>, <i>to have</i>, <i>to play</i>, <i>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?	It is important to look carefully at which bullet points are better addressed. 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. 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.
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]