



**2013 German**

**Higher – Listening/Writing**

**Finalised Marking Instructions**

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## **Part One: General Marking Principles for German Higher – Listening/Writing**

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor. You can do this by posting a question on the Marking Team forum or by e-mailing/ phoning the e-marker Helpline.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### **GENERAL MARKING ADVICE: German Higher – Listening/Writing**

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

**Part Two: Marking Instructions for each Question**

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
1		<p>Why did Karen come to Scotland? Mention <b>two</b> things.</p> <ul style="list-style-type: none"> <li>Finished (with)/Left (middle) school</li> </ul> <p>Fed up/Could not be bothered with school/Did not want to do any more school/Did not enjoy school any more/Did not want to go to school any more/Did not want to go back to school/No longer wanted to be in school/Had no desire to continue with school/education/School not fun any more/Did not feel like staying on at school</p> <ul style="list-style-type: none"> <li>(Wanted) to go/travel abroad/to another country/to a foreign country</li> </ul> <p>To work as/be/become an au-pair/nanny/child-minder</p> <p>To work abroad/in another country/Go abroad to find a job/To work and live there</p> <ul style="list-style-type: none"> <li>(Had) always wanted to (come/go to Scotland)</li> </ul> <p style="text-align: right;"><b>(2 from 3)</b></p>	2	<p>Finished her Abitur Finished with Realschule Study/exams</p> <p>Around Europe</p> <p>She went with her school as an au-pair To become a Scottish au-pair Maid</p> <p>Always wanted to work in Scotland</p>	<p>She had always liked Scotland</p>

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
2	a	<p>What does she tell you about the first family she worked for? Mention <b>two</b> things.</p> <ul style="list-style-type: none"> <li>• They have/There are two children/kids</li> <li>• They live in a <b>big/large/huge</b> castle/chateau/palace (at the sea) They live in a castle in West Scotland/the west of Scotland/Argyll They live in Argyll in West Scotland/the west of Scotland (Must have live plus two details from big+castle+Argyll+west Scotland)</li> </ul>	2	<p>The house was like a big castle high Chalet/house/mansion</p>	Have/had
2	b	<p>What was not so nice?</p> <ul style="list-style-type: none"> <li>• She was supposed/meant/expected to/had to do <b>all</b> (of) the housework/the <b>whole</b> (of the) housework She had to clean the <b>whole</b> castle/house She had to do <b>all</b> the chores She had to do <b>everything</b> in the house She had to look after/tend to the <b>whole</b> house</li> </ul>	1	<p>There was lots of housework needing to be done A lot of/most of She had housework the whole time She has to work in the whole house She was made to</p>	<p>The housework she had to do The cleaning was a lot</p>

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
3	a	<p>What had the parents not told her?</p> <ul style="list-style-type: none"> <li>They <b>sometimes</b> rent out/let out the castle (as a hotel) The castle/It was (also) <b>sometimes</b> a hotel They <b>sometimes</b> used the house as a hotel <b>Twice/2 or 3 times a month</b> the house is used as a hotel</li> </ul>	1		Sometimes they have guests around
3	b	<p>What did Karen have to do because of this?</p> <ul style="list-style-type: none"> <li>Move out/away with the children twice a month Take the children away twice a month/every two weeks/ 2 or 3 times a month/when guests were there</li> </ul>	1	<p>Take the children out twice a month Move the children so that guests could stay in their rooms Take the kids out to make room for the guests She had to move to a guest house</p>	

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
4	a	<p>How long did Karen spend with this family?</p> <ul style="list-style-type: none"> <li>Two months (or so) About two months From September to November</li> </ul>	1		
4	b	<p>What did she say to the parents? Mention any <b>one</b> thing.</p> <ul style="list-style-type: none"> <li>She did not like/enjoy the situation/arrangement(s)/ She was not happy/pleased/comfortable with the situation/The situation did not appeal to her/The situation was not for her/I do not like the situation</li> </ul> <p>She did not want/like to work like this/that/The work was not for her/She could not do this any more/It was not the work she wanted</p>	1	<p>This did not suit her The situation was not suitable for her Did not enjoy the work</p> <p>She did not want to work there/for them This was not part of her job description The job</p>	<p>She did not enjoy it/this The situation was not working out</p>
5		<p>What sort of accommodation did the second family have?</p> <ul style="list-style-type: none"> <li>(They lived on/had/owned) a farm/in a farm house</li> </ul>	1	<p>Barn house Farm barn They were farmers On a farmyard</p>	

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
6	a	<p>What did Karen particularly like about her work with this family?</p> <ul style="list-style-type: none"> <li>• They spent practically all the time/a lot of time/every spare minute outside/outdoors/in the fresh air/They did a lot of things outside</li> <li>• She particularly liked looking after the children, not the house/She spent more time with the children than doing the chores/She was there for the children, not the housework/She could spend her time working with the kids rather than doing the chores</li> </ul> <p style="text-align: right;"><b>(1 from 2)</b></p>	1	They did not have to spend all day inside	
6	b	<p>How did she and the children spend their time together? Mention any <b>two</b> things.</p> <ul style="list-style-type: none"> <li>• Looked after/Cared for/Took care of/Fed the animals</li> <li>• Did things that had nothing to do with watching TV Did more practical activities instead of watching TV Did not sit around/spend time watching TV</li> <li>• <b>In bad weather/When the weather was not good</b> they made/built models/things/did something else/things in the house/inside</li> </ul> <p style="text-align: right;"><b>(2 from 3)</b></p>	2	<p>Outside Played with the animals Pets</p> <p>They played board games</p>	<p>Went to see the animals Be with animals They collected animals</p> <p>They did not watch TV</p>

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
7		<p>What did she do in her summer job at Beaver Lodge in Canada?</p> <ul style="list-style-type: none"> <li>• Took/Led groups/tourists/groups of tourists up/ through Rocky Mountains Showed tourists/groups around the Rocky Mountains/Tour guide in Rocky Mountains</li> <li>• Took tourists on horseback through Rocky Mountains</li> <li>• Horse-riding in the Rocky Mountains/She rode a horse in the Rocky Mountains</li> <li>• She led small groups of tourists on horses</li> </ul> <p>(Answer must have two elements of tourists+horse+Rocky Mountains)</p>	1	She enjoyed going horse riding in the mountains	
8		<p>What did she do, when she came back to Scotland? Mention two things.</p> <ul style="list-style-type: none"> <li>• Found/Got/Rented a flat/apartment/house/ somewhere to stay/accommodation/her own place to stay</li> <li>• Began/Started (her first year at) college/Went to college/Signed up for college/Did first year of college</li> <li>• Did/Took/Sat/Got (Highers in) English, Physics and Chemistry</li> </ul> <p style="text-align: right;"><b>(2 from 3)</b></p>	2	<p>Bought/looked for a flat Lived in a flat Tried to find a flat</p> <p>Completed/Finished college</p>	<p>Applied to/Got in to college Spent a year at college</p> <p>Did 3 Highers</p>

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
9		<p>What is she doing now?</p> <ul style="list-style-type: none"> <li>• Studying Environmental Science/Studies/Working in Environmental Science/She is an Environmental Scientist/Studying about the environment</li> <li>• She is a second-year student/She is in the second year of her degree/studies/course/She is in (the) second year at university/college</li> </ul> <p style="text-align: right;"><b>(1 from 2)</b></p>	1	<p>Studying the environment World Science/Natural Science</p>	<p>She is in second year</p>
10		<p>Why is she enjoying this?</p> <ul style="list-style-type: none"> <li>• This is what <b>really</b> interests her/It <b>really</b> interests her/She finds it <b>very/truly</b> interesting/It interests her <b>the most</b>/She has a <b>genuine</b> interest in it/She has <b>finally</b> found what interests her/This is <b>exactly</b> what interests her/It is <b>really</b> interesting/It fascinates her</li> <li>• This is the area/field she would like to work in/She definitely wants to do this as a career/She definitely want a job in this area/This is exactly the sort of work she wants to do/This is what she wants to do/It is related to what she wants to do</li> </ul> <p style="text-align: right;"><b>(1 from 2)</b></p>	1	<p>useful</p>	

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
11		<p>In what way might her experience in Canada help her in the future? Mention <b>two</b> things.</p> <ul style="list-style-type: none"> <li>• She got a job offer (there)</li> <li>• People have told her to get in touch/contact them/come back to Canada if/when she wants/is looking for work experience/a job She already has contacts in Canada She should let people/them know if she wanted some practical work/job</li> </ul>	2	<p>Many job offers apply</p>	

**Total      20**

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, to have, to play, 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]