



2013 German

Higher – Reading and Directed Writing

Finalised Marking Instructions

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Part One: General Marking Principles for German Higher – Reading and Directed 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 – Reading and Directed 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.

Higher German 2013: Reading and Directed Writing

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 mark; a word or concept printed in bold type must be evident within an answer before the mark can be awarded.

To assess an answer, tick each piece of information which constitutes a correct mark. 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 marks 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.

Part Two: Marking Instructions for each Question

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
1	a	<ul style="list-style-type: none"> 3 to/or 4 loads of washing every/per/each/a day 3 to 4 machine washes every day She does the laundry 3 to 4 times every day Uses washing machine 3-4 times a day 8 hours of ironing on (a) Sunday(s) 	2	3 to 4 hours of washing every day She washes from 3 to 4 3 to 4 washing machines wash every day	Up to 4 washes
1	b	<ul style="list-style-type: none"> A (swimming/paddling) pool and a sandpit/ sandbox/crate of sand in a hut/in a Wendy/ wooden house/playhouse a wooden shed to protect the indoor sandpit a wooden house where they can make sand- castles 	1	Swimming basin Tree house An indoor sand-castle A wooden house Indoor sand castle	In a wooden enclosure Indoor sandpit

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
2	c	<ul style="list-style-type: none"> • He fills/loads (up)/stacks/stocks the dishwasher/ puts the dishes/plates/everything in the dishwasher and gets/gives/hands/passes/offers/serves/makes/ takes his mother a coffee • He takes/returns/brings Jonas back to the bus to go (back) to the Kita/day care centre/nursery as he has day care in the afternoon/he wants to go there 	2	Tidies/clears/cleans Takes out the dishes Puts the dishwasher on/away Plenty of coffee A rich coffee He takes Jonas on the bus/by bus	

Question			Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
3	a		<ul style="list-style-type: none"> It promises/gives/allows/is for/ It tells her she can have a few/couple of hours on the couch (“which she never gets/does”) He wants to/will/would take on/over/take care of/do/undertake/carry out the housework/house-keeping/household/the work that his mother would usually do for a day 	2	<p>It promises them/parents An hour</p>	Some time/small amount of time
3	b		<ul style="list-style-type: none"> The 3 hour (long) (big) shop(ping trip) without (any) children 	1	<p>3 hour shopping trip for children She and Walter go a 3 hour shop with children</p>	

Question			Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
4	a	i	<ul style="list-style-type: none"> To paint and (wall)paper the hall(way)(s)/corridor/ Give the hall a coat of paint and wallpaper it/Get the hall painted and papered 	1	Paint the wallpaper Plaster	Decorate
		ii	<ul style="list-style-type: none"> Convert/Reconstruct/Renovate/Rebuild/Make alterations to/Refurbish/Re-do the attic/loft/Get a loft conversion for the two oldest/eldest/ older/elder brothers/Make/Turn the attic into a den/room for the two oldest brothers/boys/The attic needs to get changed into a bedroom for the two oldest boys/Build a room in the attic for the two oldest boys 	1	Build (up)/build around Construct/Make The second oldest brother	Do up the attic
4	b		<ul style="list-style-type: none"> The four twins/youngsters can/will move out of /get out from the parents'/adults'/master bedroom The four twins can/will move in to/will get the free children's room/the free room (that the older brothers leave) 	1	The parents' room will become a children's room The adult-like bedroom The 4 twins will move into their own rooms The 4 twins will use the old room of the brothers as a kids' room	The 4 twins in the one bedroom can move in to the free children's room The 4 twins will get their own room They will move the 4 twins out of their bedroom

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
5		<ul style="list-style-type: none"> Emily and Jule are asleep/sleeping in the kitchen Max and one of his girl friends/a/his girl friend are taking the dog a walk/out/are walking the dog/Max went for a walk with his girl friend and his dog Joshua has gone to a friend's/is (out) at a friend's/is visiting a friend/has gone to see a friend <p style="text-align: right;">(Any 2 from 3)</p>	2	<p>Max is playing with the dog Max led the dog on a walk with his friends Dog-training</p> <p>Joshua is (going) out with a friend Joshua is away with his friend Joshua is away to meet a friend</p>	<p>Max is walking the dog with a friend A friend's/her dog</p> <p>Joshua is with a friend</p>

Question			Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
6	a	i	<ul style="list-style-type: none"> Mum/Mother/Mam has to/must hold her/Jule's hand for a few/couple of/2 minutes 	1	Mum has to hold her hand before she goes to bed She has to hold Jule's hand Moments Omission of "hand" Jule has to be held in her mother's hands for a few minutes Every couple of minutes	For a minute
		ii	<ul style="list-style-type: none"> Dad/Father has to/must say 'Good Night' two or/to three/2-3 times 	1	Father has to sing "Gute Nacht" They have to say 'Good Night' to their Dad 2 or 3 times Three or four times	
6	b		<ul style="list-style-type: none"> From 9.30 pm/From when Joshua puts his light out until 6.30 am/the next morning 	1		

Total 20

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.

7. Translate into English:

„Im Haus landen Rucksäcke ... würde mir etwas fehlen.“ (lines 23-30)

UNIT 1

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Im Haus landen Rucksäcke, Mützen und Schals auf dem Boden.</p>	<p>In the house</p> <p>rucksacks backpacks</p> <p>caps hats</p> <p>and scarves/scarfs</p> <p>land (up)</p> <p>on the floor/ground.</p>	<p>At home/the house In the Haus In house Once in the house</p> <p>rucksack a rucksack/the rucksack(s) bags</p> <p>cap/hat a cap/hat/the cap(s)/hat(s)</p> <p>and scarf and a scarf/the scarf/scarves</p> <p>fall/drop/hit end up lands have landed</p> <p>all over the floor</p> <p>German word order: In the house land....</p>	<p>In the house landing In the household</p> <p>mittens tellings off</p> <p>and noise</p> <p>lies/lie/lay are are left/put there is/are get put (down)</p> <p>in the ground</p>

UNIT 2

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>Bei acht Kindern ist der Geräuschpegel meistens sehr hoch.</p>	<p>With eight/8 children/kids (around) At the home/house of 8 children In the house of 8 children Having 8 children means When you have 8 children With 8 children in the house</p> <p>the noise level</p> <p>is/'s</p> <p>usually/generally/mostly/mainly/ normally most of the time more often than not</p> <p>very high.</p> <p>the volume....very loud</p>	<p>At/From 8 children Because of 8 children</p> <p>the sound level(s) the noise levels the volume of sound</p> <p>are</p> <p>often</p> <p>very loud</p>	<p>Among/Between 8 children To live with 8 children 8 childrens' noise Until 8 o'clock</p> <p>the noise the sound my sound level the coatpegs/the smoking levels the water level</p> <p>tends to be</p> <p>sometimes altogether most of all</p> <p>omission of 'sehr'</p> <p>It is normally very loud/noisy.</p>

UNIT 3

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
Das kann natürlich auch nerven,	That/This/It can of course naturally/certainly also/too/as well be/get annoying/irritating. annoy you. bother you. bug you. get on your/one's nerves. be wearing on the nerves hack you off. needle you. irritate (you).	could obviously/evidently really Omission of 'also' annoy someone's/somebody's/their nerves get on (the) nerves	would omission of 'kann' sometimes/generally It can be natural as well as... be nervous stressful is annoying get on each other's nerves It is natural to get on someone's nerves They can also annoy each other

UNIT 4

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>aber die Mutter sieht es positiv: „Es ist Leben im Haus.</p>	<p>but</p> <p>the mother/mum</p> <p>sees/views this/that/it looks at it</p> <p>positively: as a positive (thing): as something positive: as (being) positive: from a/the positive side: in a positive way: the positive(s): the positive in it</p> <p>sees the positive (side):</p> <p>There is life in the house. It is lively/alive in the house. It is lively at home. It brings life to the house. It brings the house to life. It makes the house a lively place.</p>	<p>mother/mum their</p> <p>as a good thing sees things positively</p> <p>It is life in the/this/my/our house. That is life in the house. It is the life in this house. It/This is life in the home. That/This/It is life at home. That is home life.</p>	<p>my</p> <p>seems/thinks/looks/stays/remains/is positive</p> <p>says it is positive</p> <p>It is the life of the house. It is life/living in a house. It is my life in the house. It is living in our house.</p>

UNIT 5

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
Ohne die Kinder würde mir etwas fehlen.“	Without the children/kids I would be missing/lacking something something would be missing in my life/for/to me. I would feel like I am missing something. I would feel (like) something (was) missing something would be missing from/for/in me There would be something missing from/in/to me.	Without children miss something would be missing there would be something missing it would feel (like) something was missing. a part of me would be missing I would lack/miss something you are missing something to me something would be missing	I would not feel the same. I would be lost It would become different She would miss the children if they weren't there. I would miss it/them. I would be lacking in something to do. something would feel wrong something would miss/be missing from me I would feel as though there was a little missing from the house. I would be lost dignity

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, 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?	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]