



2014 German

Intermediate 2 Reading

Finalised Marking Instructions

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Part One: General Marking Principles for German Intermediate 2 Reading

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- (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 Intermediate 2 Reading

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		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient				
1	(a)	<ul style="list-style-type: none"> <u>At least/Minimum of</u> 13/When they are 13 or over 	1						
1	(b)	<ul style="list-style-type: none"> <u>Expensive/Dear/Pricey</u> mineral/bottled water 	1						
1.	(c)	<table border="1"> <tr> <td>Germany</td> <td>You need a coin/money/You must use a coin which you get back when you bring the trolley back Your hire a trolley and get the money back</td> </tr> <tr> <td>USA</td> <td>It is free/You don't have to pay/The trolley does not require money</td> </tr> </table>	Germany	You need a coin/money/You must use a coin which you get back when you bring the trolley back Your hire a trolley and get the money back	USA	It is free/You don't have to pay/The trolley does not require money	2		USA - You just take the trolley
Germany	You need a coin/money/You must use a coin which you get back when you bring the trolley back Your hire a trolley and get the money back								
USA	It is free/You don't have to pay/The trolley does not require money								
1	(d)	<ul style="list-style-type: none"> <u>A lot of/Lots of/Many</u> trolleys/shopping carts are/ get stolen Trolleys are <u>often</u> stolen/are stolen <u>a lot</u> Lots get stolen 	1		Trolleys get stolen more Trolleys are more likely to be stolen				

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient						
2	(a)	<ul style="list-style-type: none"> After the summer <u>holidays/break</u>/In the new school year after summer 	1	In the summer term After (the) summer							
2	(b)	<table border="1"> <tr> <td>Lisa</td> <td>Has finished/broken up/split up/ended it/finished her relationship with Tom Lisa and Tom broke up</td> </tr> <tr> <td>Julia</td> <td>(Was on) holiday in Australia/Went on holiday to Australia/Spent her holidays in Australia</td> </tr> <tr> <td>Paul</td> <td>Broke his foot at the (swimming) pool Went swimming and broke his foot</td> </tr> </table>	Lisa	Has finished/broken up/split up/ended it/finished her relationship with Tom Lisa and Tom broke up	Julia	(Was on) holiday in Australia/Went on holiday to Australia/Spent her holidays in Australia	Paul	Broke his foot at the (swimming) pool Went swimming and broke his foot	3	Any mention of Tom Schluss Lisa made out with Tom Lisa did it with Tom Lisa and Tom are breaking up Julia is going on holiday... Paul broke his leg	Julia went to Australia
Lisa	Has finished/broken up/split up/ended it/finished her relationship with Tom Lisa and Tom broke up										
Julia	(Was on) holiday in Australia/Went on holiday to Australia/Spent her holidays in Australia										
Paul	Broke his foot at the (swimming) pool Went swimming and broke his foot										

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2	(c)	<ul style="list-style-type: none"> There is no time in class/during lessons/classes/school periods/the period It is the only time to gossip in school time 	1	After the break/during the school day/school hours	It is when they get free time

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3	(a)	<ul style="list-style-type: none"> (If/When) the journey is more than 3½ hours When the team travels/they travel/the players come by plane <p style="text-align: right;">Any 1 from 2</p>	1		When it is more than 3½ hours
3	(b)	<ul style="list-style-type: none"> At the airport <u>they have flown to</u>/At the <u>destination</u> airport/At/Outside the airport <u>where/ when/after they land</u>/Where the plane with the team <u>lands</u>/At the <u>arrival</u> area at the airport 	1		Outside the airport At their destination At the flight terminal
3	(c)	<ul style="list-style-type: none"> Tidies/Cleans out/up/Clears (out) the <u>bus</u>/Cleans the inside of the <u>bus</u> Fills (up) the tank/Refuels/Refills the tank with petrol/Makes sure the tank is full/Checks the tank is full Takes the bus through the (car/bus) wash/Goes and gets the bus washed 	3	<p>Cleans the bus/Gets the bus cleaned/Checks the inside of the bus is clean</p> <p>Travels through the wash street</p>	<p>Empties the bus Tidies it</p> <p>Puts more petrol in the tank/Gets some petrol</p> <p>Washes the bus</p>

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4	(a)	<ul style="list-style-type: none"> On/Between/At platforms 4 and 5/The platforms actually used were 4 and 5 	1		They were not filmed between platforms 9 and 10
4	(b)	<ul style="list-style-type: none"> (They are) <u>nicer</u>/prettier/<u>more</u> beautiful/attractive/handsome/(It looks) <u>better</u> 	1		
4	(c)	<ul style="list-style-type: none"> Write/prepare essays/an essay/essay writing/practise essays Read (over) (the) text(s)/passage(s) Swot/cram/learn/revise/practise/study grammar <p style="text-align: right;">(Any 2 from 3)</p>	2	<p>Write notes Write out her essay Preparing to write essays</p> <p>Read notes/text books Learn texts</p> <p>Improve/Focus on vocabulary</p>	Write (sentences)
4	(d)	<ul style="list-style-type: none"> A <u>20 minute</u> oral/speaking/talking/verbal exam/test/assessment 	1	<p>Listening exam Oral presentation</p>	

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4	(e)	<ul style="list-style-type: none"> • Mixed grammar exercise(s)/questions/tasks/work/ Mixture of grammar exercise(s) • 40 minute listening comprehension/understanding (exam/paper/test/assessment)/Listening is 40 minutes long <p style="text-align: right;">(Any 1 from 2)</p>	1	Grammar tests	
4	(f)	<ul style="list-style-type: none"> • She finds out/learns/is informed if she has passed/how (well) she did/has done She finds out her mark(s)/grade(s)/score(s)/what she got in her exam She gets/will have her (exam) results/Her exam results come (in/through) 	1		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4	(g)	<ul style="list-style-type: none"> • She has mixed feelings/emotions/a mixture of feelings 	1	She was mixed up/confused	
4	(h)	<ul style="list-style-type: none"> • It is only one street away/the next street/one street further • She likes it <u>a lot/very much/lots</u>/She <u>really</u> liked it • The rooms are smaller<u>er</u> • It is <u>very</u> cosy • It has a family/familiar/homely atmosphere <p style="text-align: right;">(Any 2 from 5)</p>	2	<p>Her (bed)room is smaller The house is smaller</p> <p>comfortable</p>	<p>She thought it was very good</p> <p>It is smaller</p>

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4	(i)	<ul style="list-style-type: none"> Mother starts to pack when the (furniture) van arrives/Mother had not packed before van arrived 	1		
4	(j)	<ul style="list-style-type: none"> When the (furniture) van/truck was full When the house is almost/nearly empty <p style="text-align: center;">(Any 1 from 2)</p>	1		When they were all ready to go
4	(k)	<ul style="list-style-type: none"> Tell the removal men/Manage/Arrange where to put the furniture/ boxes/everything/where the boxes go/went/were to go 	1	Talk about	Manage the furniture boxes
4	(l)	<ul style="list-style-type: none"> She did not want to go/She did not feel like going/She had no desire/wish to go/She was not enthusiastic about going/She had no enthusiasm to go/for going/She was not in the mood to go/She could not be bothered going/She had no desire to go herself 	1	She had no joy in going She had no desire to go by herself She had no want for the tickets She was not interested in the tickets/concert/band	
4	(m)	<ul style="list-style-type: none"> She was speechless/could not believe it/over the moon/delighted/lost for words 	1	excited/shocked	
Total			(30)		

[END OF MARKING INSTRUCTIONS]



2014 German

Intermediate 2 Listening

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GENERAL MARKING ADVICE: German Intermediate 2 Listening

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Part Two: Marking Instructions for each Question

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.	(a)	<ul style="list-style-type: none"> Over/More than one/a/1 month/Just over a month 	1	About one month	1 month
1.	(b)	<ul style="list-style-type: none"> Better (than at the start/beginning/before/at first/when she started)/A lot better 	1	Better at the beginning Very/Really good	
1.	(c)	<ul style="list-style-type: none"> 2½ hours/2.5 hours/2 hours 30 minutes (maximum) 	1		
1.	(d)	<ul style="list-style-type: none"> They speak/talk (very/too) fast/quickly 	1	They are/go too fast/They go through things too fast They work/teach too fast They read...	
1.	(e)	<ul style="list-style-type: none"> Exam(s)/Test(s)/Final exam(s)/Assessment(s) 	1		
1.	(f)	<ul style="list-style-type: none"> (It is) very/really important 	1		
1.	(g)	<ul style="list-style-type: none"> They cost/are (worth) over/more than \$1000 	1	Thousands of dollars As much as \$1000 Up to \$1000	Very expensive

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2.	(a)	<ul style="list-style-type: none"> Spaniards/Spanish people/People in Spain/His Spanish friends don't/cannot/won't understand (them/us) 	1	Spanish speakers	They/People/Others cannot understand them No-one else can understand them
2.	(b)	<ul style="list-style-type: none"> He grew up/lives in Germany/He has lived in Germany all his life/He was brought up/(born and) raised in Germany He speaks fluent German/He speaks German fluently/He is fluent in German <p style="text-align: right;">(Any 1 from 2)</p>	1	He has lived in Germany longer He was born in Germany Normally/naturally/usually/all the time He speaks German more He speaks more German German is his first language He speaks German better	He (has) lived in Germany He only speaks German
2.	(c)	<ul style="list-style-type: none"> Twice/Two times a year 	1	Two times a month	
2	(d)	<ul style="list-style-type: none"> He visits/sees/hangs out with/meets up with/spends time with (all his) friends/relatives/family He walks/hikes/goes for a walk through/round/in the village 	2	He talks with friends He looks for ... He goes out with... a walk to the village town/area	He goes on walks.

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2	(e)	<ul style="list-style-type: none"> (You/People) go/stay/get/are out later/late (He) goes/stays/gets/is out later/late (You) meet people in the street/People are out (and about)... ...at 12/midnight or 1(am)/between 12/midnight and 1. (Answer must have both times) Restaurants are full <p style="text-align: right;">(Any 2 from 3)</p>	2	<p>People stay up later People go out late between 12 and 1</p> <p>People stay out until midnight or 1 Any wrong time</p> <p>Restaurants are always open</p>	

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3	(a)	<p>Personality</p> <ul style="list-style-type: none"> • Funnier/More funny • More open <p>Homework</p> <ul style="list-style-type: none"> • She spends/takes more time on/over/doing it She puts more time into her homework/She makes more time for it 	2	<p>More fun More laid back</p> <p>She has more time to do her homework She does more homework She always does her homework on time She does her homework better</p>	
3	(b)	<ul style="list-style-type: none"> • It is over/ends/finishes quickly/fast/They make up quickly/They sort it out quickly/They quickly forgive each other/They forget it quickly/They get over it quickly/Arguments don't last long/It is quickly resolved/They don't fall out for long/They fall in quickly 	1		
3	(c)	<ul style="list-style-type: none"> • They had/went to piano lessons/They learned piano • They had/went to dance lessons/classes/a dance class/They learned to dance <p style="text-align: right;">(Any 1 from 2)</p>	1		piano dancing

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3	(d)	<ul style="list-style-type: none"> (They always) treat/treated them the same/equally/alike The parents feel/felt the same about them both The parents love(d) them both the same 	1	They think of them as the same They were always equal	
3	(e)	<ul style="list-style-type: none"> It is good to have/You always have/There is always someone/a person/her twin who understands you/her 	1	Someone who gets on with her Good to talk to someone like her Someone to confide in There is always someone there for her	
Total			(20)		

[END OF MARKING INSTRUCTIONS]



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Intermediate 2 Writing

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Task:	Letter of application for a job abroad, including information specified in a number of bullet points.
Assessment Process:	1 With reference to <i>Content, Accuracy and Language Resource</i> , assess the overall quality of the response and allocate it to a pegged mark.
	2 Check that all 5 unavoidable bullet points have been addressed. (There are 7 bullets, 2 of which include the words “if any” and will not incur penalties if omitted.)
	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	20	<ul style="list-style-type: none"> • All five compulsory areas are covered fully, in a balanced way, including some complex sentences. • Candidates cover the initial bullet points very correctly and competently but also provide detailed information in response to the later bullet points, which are specific to the job advert in question. • A range of verbs/verb forms, tenses and constructions is used. • Overall this comes over as a competent, well thought-out and serious application for a job. 	<ul style="list-style-type: none"> • The candidate handles all aspects of grammar and spelling accurately, although the language may contain 1 or 2 minor errors. • Where the candidate attempts to use language more appropriate to 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 the first person of the verb and generally uses a different verb or verb form in each sentence. • Some modal verbs and infinitives may be used, especially at Bullet Point (BP) 5. • There is good use of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order. • The candidate uses co-ordinating conjunctions and/or subordinate clauses, especially from BP 3. • The language flows well.
Good	16	<ul style="list-style-type: none"> • All five compulsory tasks are addressed, perhaps mainly using less complex sentences. • The responses to bullet points 4 and 5 may be thin, although earlier points are dealt with in some detail. • The candidate uses a reasonable range of verbs/verb forms. 	<ul style="list-style-type: none"> • The candidate handles verbs accurately but simply. • There are some errors in spelling, adjective endings and, where relevant, case endings. • Use of accents is 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 one or two examples of inappropriately selected vocabulary, especially in the later bullet points. 	<ul style="list-style-type: none"> • There may be repetition of verbs. • Where relevant, word order is simple. • There may be examples of listing, in particular at BP 3, without further amplification. • There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences. • The candidate keeps to more basic vocabulary and structures in the final two bullet points and may only ask for one piece of information eg How much will I earn?

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	12	<ul style="list-style-type: none"> The candidate uses mainly simple, basic sentences. The language is fairly repetitive and uses a limited range of verbs and fixed phrases, eg <i>I like; I go; I play</i>. Area 4 (reasons for application) may be covered in a rather vague manner. Area 5 (questions) may be addressed either with a general question or one single specific question, frequently about money or time off. 	<ul style="list-style-type: none"> The verbs are generally correct, but basic. There are quite a few errors in other parts of speech – gender of nouns, cases, singular/plural confusion. Prepositions may be missing eg <i>I go the town</i>. While the language may be reasonably accurate in the first three areas, 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 first and third person of a few verbs. A limited range of verbs are used on a number of occasions. Sentences are basic and mainly brief. There is minimal use of adjectives, probably mainly after “is” eg <i>Chemistry is interesting</i>. The candidate has a weak knowledge of plurals. There may be several spelling errors eg reversal of vowel combinations.
Un-satisfactory	8	<ul style="list-style-type: none"> The content is basic. The language is repetitive, eg <i>I like, I go, I play</i> may feature several times within one area. As far as content is concerned, there may be little difference between Satisfactory and Unsatisfactory. While the language used to address BP 1 and 2 is reasonably accurate, serious errors appear during BP 3. 	<ul style="list-style-type: none"> Ability to form tenses is inconsistent. There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion. Several errors are serious, perhaps showing mother tongue interference. There may be one sentence which is not intelligible to a sympathetic native speaker. The final two areas may be very weak. Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> The candidate copes mainly only with the personal language required at BP 1 and 2. The verbs “is” and “study” may also be used correctly. Sentences are basic. An English word may appear in the writing. There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	4	<ul style="list-style-type: none"> The content and language are very basic. 	<ul style="list-style-type: none"> Many of the verbs are incorrect. There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion. Prepositions are not used. The language is probably inaccurate throughout the writing. Three or four 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. The candidate displays almost no knowledge of the present tense of verbs. Verbs used more than once may be written differently on each occasion. Sentences are very short. The candidate has a very limited vocabulary. Several English 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 has failed to copy out the introductory section or has not adapted it to the correct gender?	Pay minimal attention to this. However, it is an initial indication that the candidate probably will not attain the top mark.
three bullet points fit into one category but two others are in the next, lower category?	<p>This is often an indication that you would award the higher category.</p> <p>However, it may be wise to consider which bullet points are better. If the better sections include the first and second bullet points, which are more basic, you are less likely to be generous than if the final bullet points were of a better quality. You must look carefully at the quality of the candidate's work and then come to a decision. When in doubt give the candidate the benefit of the doubt.</p>
the candidate very clearly is applying for an entirely different job to the one on the examination paper?	<p>The maximum award which can be given is 8/20, if the language is considered to be worth 12 or more.</p> <p>If the language is assessed at 8, award the mark 4.</p> <p>Otherwise, award 0.</p>

[END OF MARKING INSTRUCTIONS]