



2011 German

Higher Listening/Writing

Finalised Marking Instructions

© Scottish Qualifications Authority 2011

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Delivery: Exam Operations Team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Delivery: Exam Operations Team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

2011 German Higher Listening/Writing

Marking Instructions

Question/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
1. (a)	Where in Scotland is Alexandra staying?	1 mark	
	<ul style="list-style-type: none"> (little) village in north-east 	town north-west	North
(b)	What does she say about the family she is staying with? Mention three things.	3 marks	
	<ul style="list-style-type: none"> Very/Really nice (Parents and she) had a good feeling/felt good about the family/Good feeling between the families/Parents were happy to let her stay with them Feels good/happy/is comfortable with the family/She gets on well with them/She feels at home with the family/They make her feel comfortable/She has a good relationship with them/The family is/are hospitable Daughter is in the same class(es)/year 	Parents and she had a good relationship with the family Parents know them and like the family Any answer with 'grateful' Daughter is in the same class that she was in in Germany	nice
(3 from 4)			

Question/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
<p>2. Why did she want to come to Scotland?</p> <p>2 marks</p> <ul style="list-style-type: none"> A friend was there two years ago Class/year 11 pupils go abroad/to foreign/different/other countries Can speak English fluently/Wants to speak English fluently/Wants to improve her English/So she could learn better English/So she can practise her English/So that she can make her English flow <p>(2 from 3)</p>		<p>A friend was there for 2 years</p> <p>Year 11 pupils visit other countries</p> <p>She can speak English in Scotland She can talk English smoothly</p>	
<p>3. What does she say about being an only child?</p> <p>1 mark</p> <ul style="list-style-type: none"> Does not <u>have/need to</u> share with brothers/sisters/siblings/anyone/Does not <u>have/need to</u> share things/anything Gets/enjoys full attention of parents/Gets/Has parents all to herself/Parents' attention is never divided <p>(1 from 2)</p>		<p>No siblings to fight/argue with No siblings to share things with</p> <p>Parents' <u>time</u> is never divided</p>	<p>Gets parents' attention</p>

Question/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
<p>4. What is the biggest advantage of life as an only child?</p> <p>1 mark</p> <ul style="list-style-type: none"> The house is quiet/peaceful/She is a quiet/peaceful person and likes a quiet house/She enjoys the peace when she is home alone/It is quieter in the house which is good Quiet person — quiet house/A quiet household suits her She is used to spending time alone <p>(1 from 2)</p>		<p>The house is always empty</p> <p>She likes spending time alone She is used to living alone</p>	<p>She is a quiet person</p>
<p>5. What are the differences of living in a large family?</p> <p>3 marks</p> <ul style="list-style-type: none"> You/They <u>have to/must/need to</u> share/One/She has to share (a room/at dinner-time) Competition for food/when eating food/Mealtimes are a competition Everyone takes 3 pieces of pizza at the start/at once/You have to take 3 pieces of pizza quickly 		<p>Arguments over food Less food to go around</p> <p>Only allowed 3 pieces of pizza</p>	

Question/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
<p>6. With so many people in the house, what are the arrangements for the bathroom?</p> <p>2 marks</p> <ul style="list-style-type: none"> Discuss/Agree/Talk about/(Pre-)Arrange when you/each person can use it/have the bathroom/toilet/have a bath Discuss who will use the bathroom first/Everyone has to decide when they will use the bathroom/Arrange who goes first There are several/more/many/multiple bathrooms/There is more than 1 bathroom 		<p>You must tell people when you can go to the bathroom Ask to go to the bathroom Tell/say You have to plan when you go to the bathroom</p>	<p>There is a rota You have to wait your turn</p>
<p>7. What shows that her Scottish family likes to do lots of things? Mention three things.</p> <p>3 marks</p> <ul style="list-style-type: none"> They have lots of friends who drop in/visit/come over/come round The house is full of people as they have lots of friends They have lots of friends so the house is always busy (Go to) visit friends Spend <u>evenings/nights</u> singing/doing karaoke/having fun Go to Inverness shopping (often) <p>(3 from 4)</p>		<p>people</p> <p>They always visit friends</p> <p>singing together singing opera</p> <p>They once went to Inverness shopping</p>	

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>8. What has surprised Alexandra most about the Scots? Mention two things.</p> <p>2 marks</p> <ul style="list-style-type: none"> • They are so/very nice/kind/friendly/How nice they are • Not difficult to get on/along with people Gets along well with people/Finds it easy to get on with people • (Not difficult) to talk to strangers/people in supermarket (queue) If you are in the queue, they are friendly to you In the supermarket they talk to strangers <p>(2 from 3)</p>	<p>Not difficult to understand people Easy to make friends Not difficult to get to know people</p> <p>foreigners people in supermarket are friendly</p>	

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>9. How is she going to feel, when she is back in Germany? 2 marks</p> <ul style="list-style-type: none"> • Happy/Glad/Good/Pleased/Excited/Can't wait to see her friends/She will enjoy seeing her friends/Looking forward to seeing her friends/Glad to be back with her family and friends • Will miss life in Scotland/the people/her Scottish family/her friends here • It will be strange/funny not to see the people here every day <p style="text-align: right;">(2 from 3)</p>	<p>It will be sad not to see the people here every day</p>	<p>She will get to see her friends</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"> The topic is 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 and constructions is used. There may also be a variety of tenses. Overall this comes over as a competent, well thought-out response to the task 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	8	<ul style="list-style-type: none"> The topic is addressed, generally quite fully, and some complex sentences may be included. 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. Most of the complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. At times 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	6	<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. The topic may not be 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. 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 go the town. While the language may be reasonably accurate at times, the language structure may deteriorate significantly in places. Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses. 	<ul style="list-style-type: none"> The candidate copes with the present tense of most verbs. A limited range of verbs is used. Candidate relies on a limited range of vocabulary and structures. Where the candidate attempts constructions with modal verbs, these are not always successful. Sentences may be basic and mainly brief. There is minimal use of adjectives, probably mainly after “is” eg My friend is reliable. 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	4	<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 aspects of the task may be accurate, serious errors occur when the candidate attempts to address a less predictable aspect. • The Personal Response 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 – and in 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. • Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> • The candidate copes mainly only with predictable language. • 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	2	<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 – and in spelling and word order. 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 “has” and “is”. 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 	<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 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]