



**2010 German**

**Higher – Reading and Directed Writing**

**Finalised Marking Instructions**

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## **Higher German 2010: 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.

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**Higher – Reading and Directed Writing**

**Marking Instructions**

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p><b>1.</b> Why did Annette first want to leave her village? <b>1 mark</b></p> <ul style="list-style-type: none"><li>• To go/be/live somewhere where nobody would know her/ where nobody knew/knows her/who she was Because everyone knew her as the minister's daughter</li><li>• As the minister's/priest's/pastor's/vicar's/reverend's daughter you cannot get drunk/let yourself get drunk</li><li>• As the minister's/priest's/pastor's/vicar's daughter you do not want to embarrass your parents</li></ul> <p style="text-align: right;"><b>(any 1 from 3)</b></p>	<p>Somewhere, where she knew nobody Somewhere she did not know</p> <p>the pastoral daughter She was not allowed to drink</p>	<p>You cannot go out drinking A minister's daughter cannot drink</p>

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>2. Read lines 10-24.</p> <p>(a) Whose advice was she not interested in? <b>1 mark</b></p> <ul style="list-style-type: none"> <li>• People who (would) tell her/explain to her/describe to her what it is like/how it is somewhere else/elsewhere</li> <li>• People who tell her what other places are like/what it is like in other places/how other places are/were</li> </ul> <p>People who tell her how it is living elsewhere</p>	<p>People who would tell her she should go somewhere else</p>	<p>Other people's advice People who give her cunning tips</p>

Question/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
<p><b>(b)</b> How did her parents react to her idea of going to Cape Town?</p> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• They vetoed it/they told her she could not go They wanted to put a stop to the idea They put a veto on it/her They tried to veto it/they said she was not allowed They put a veto on South Africa They exercised their veto/they put a veto in place They laid down their veto They prohibited her They forbid her They tried to stop her</li> <li>• They were/are worried They worried (about it/the idea) They worried about her They got themselves worried It worried them They had their worries</li> <li>• (They said) the streets are not safe for a woman/girl a woman/girl/lady cannot/should not go out in the street You cannot go on/into/wander/walk (down) the street(s) as a woman It is not a place for women to be alone on the street</li> </ul> <p><b>(any 2 from 3)</b></p>		<p>Her parents placed her veto They laid out a veto They made a veto They gave her a veto They inserted a veto</p> <p>They made her worried She made them worry They did their worrying They made themselves worry</p> <p>Women are not allowed on the streets there As a woman you cannot walk the streets at night must/is allowed (=kann)</p>	<p>They reacted negatively They protested</p> <p>They did not think it was safe</p>

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>3. Read lines 25-35.</p> <p>What was the joker she played?</p> <p>2 marks</p> <ul style="list-style-type: none"> <li>(She told them that) they had brought her up/taught her to be independent they had taught her independence/to think for herself they had made her independent they gave her independence</li> <li>Now they were trying/wanting to take an important decision away from her/out of her hands Parents wanted to take the decision into their own hands They were now trying/wanting to take away her independence It was not right that they were trying to take away her independence She said did they want to take this important decision out of her hands?</li> </ul> <p>N.B. The second point is not dependent on the accuracy of the first point.</p>	<p>You have always gone on about my independence They brought her up independently</p> <p>opportunity</p>	<p>She wanted to make the decision herself This important decision should not be out of her hands They were making an important decision for her</p>

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>4. Now read lines 36-42.</p> <p>What were her father's thoughts, as she passed through customs at the airport?</p> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>That is her leaving the house/home for ever That is her gone for good from home/the house She is going to be out of the house for ever That's her out of the house for ever She has left home for good She won't come <u>to live at</u> home again</li> <li>When she comes back, she won't be my little girl anymore She will never come back/return as his/my little daughter My little girl isn't coming back He will never get his little daughter back She comes back no more/longer as his little daughter She can no longer go back to being his little girl She won't come back as his little girl</li> </ul>	<p>Now it's forever out of the house Now she will never be in the house She will not come home again</p> <p>He knew he would not get his daughter back I cannot have my small daughter back</p>	<p>Now that his daughter had left home</p> <p>She is no longer my little daughter</p>





Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
6. Read lines 53-63.		
<p>(a) How did Annette come to meet Karel? <b>2 marks</b></p> <ul style="list-style-type: none"> <li>Host/Guest father <u>asked</u> his colleague/Karel to take Annette to clubs/to go to clubs with Annette/to go clubbing with Annette He was a colleague of the father and the father asked him to take Annette to clubs</li> <li>So that she would see young (life in) Cape Town/ young people's Cape Town So that she would see/meet the youth of/young people in Cape Town</li> <li>So that she would not be bored</li> </ul>	<p>The father prayed with Karel The father asked Karel from his college The father told/demanded</p> <p>So that she would see what it was like to be young in Cape Town</p> <p>So that she would see that Cape Town is not boring To let her get to know Cape Town without getting bored</p>	
<p>(b) What did she realise four months later? <b>1 mark</b></p> <ul style="list-style-type: none"> <li>She <u>wanted/would like</u> to stay there, study there, live/ stay/have a life with Karel</li> </ul>	<p>She will stay etc. She wanted to study with Karel marry Karel</p>	<p>She was in love with Karel</p>

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>7. Read lines 64-71.</p> <p>Why did Annette's father and brother fly out to Cape Town in April 2008?</p> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>To look at/see <u>how</u> she was living/what her lifestyle is To see what her life was like</li> <li>(To see) who this guy was who was messing everything up/upsetting everything/the cause of all the confusion/who brought all the confusion/who brought about this muddle/who brought this mess together/who made everything confusing</li> </ul>	<p>To see where she was living</p> <p>bringing out confusion</p>	<p>She wanted to get a place at university in Cape Town</p>
<p>8. Read lines 72-77.</p> <p>Why did Annette have to go back to Germany two months later?</p> <p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>To apply to study/go to university/college in Cape Town To apply for a study/student place in Cape Town To apply for her studies in Cape Town</li> </ul>	<p>She <u>had to</u> apply for the university place in Cape Town</p> <p>A student placement A place of study</p>	

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>9. Read lines 88-98.</p> <p>Now that Annette and Karel are married, what are their thoughts for the future?</p> <p style="text-align: right;"><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Time will tell where they will end up They are leaving (it) open whether to stay in South Africa/ go back to Germany They do not know whether they will stay in Cape Town/ go back to Germany They do not know whether they will leave Cape Town/ stay in Germany They will see whether or not they will leave Cape Town/ stay in Germany</li> <li>They have no plans other than/but to enjoy life (now) Their only plan is to enjoy life No more plans – (to) enjoy life</li> </ul>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>They don't have a plan but they will enjoy life</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>They want to keep their options open</p>

### 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.

10. UNIT 1

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
Karel kommt über Weihnachten und Silvester nach Deutschland.	<p>Karel</p> <p>came comes</p> <p>to Germany</p> <p>over Christmas for</p> <p>and</p> <p>New Year/New Year's Eve Hogmanay/New Years</p>	<p>is coming has come</p> <p>came over/across to Germany</p> <p>at/on Christmas around Christmas over the Christmas and New Year season</p> <p>Karel came over for Christmas and Hogmanay in Germany.</p>	<p>Karel and Silvester came to Germany for Christmas.</p> <p>spends the time came and stayed is going came back</p> <p>Easter for Christmas at New Year</p> <p>Christmas Eve</p>

10. UNIT 2

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
Als es Zeit für den Rückflug ist,	<p>When</p> <p>it was time it is time</p> <p>for the flight back for the return flight to fly back</p>	<p>the time</p> <p>the time comes/came it came time</p> <p>his return flight their return flight a return flight the flight home</p> <p>When the time for the return flight came</p>	<p>As But Then</p> <p>At the/this time</p> <p>When there is time Now it is time</p> <p>to go back the return journey</p> <p>In the time of her return flight At this time for return flights</p> <p>When the time for the return flight is</p>

10. UNIT 3

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
freut sich Annette und ist zugleich sehr traurig.	<p>Annette</p> <p>was/is</p> <p>happy/glad/pleased/delighted</p> <p>and/and yet</p> <p>(is)/(was)</p> <p>very sad</p> <p>at the same time (also)</p> <p>Annette is both happy and very sad at the same time</p>	<p>joyful/excited/overjoyed</p> <p>yet/but</p> <p>upset/unhappy</p> <p>also/equally/at once</p> <p>Annette is/was both happy and very sad</p>	<p>Annette enjoys herself Annette is looking forward to it Annette pleases/worries herself</p> <p>It made Annette happy It pleased Annette Annette found it difficult Annette is pleased for herself herself enthusiastic</p> <p>very expensive far from Omission of "sehr" It is very upsetting sorrowful</p> <p>always/again</p> <p>He makes Annette happy but at the same time it is very sad He is pleased to see Annette The train doctor makes her very happy</p>

10. UNIT 4

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
„Ich weiß, dass es für meine Familie schwer ist,	<p>I know</p> <p>that</p> <p>it/this</p> <p>is it's</p> <p>hard/difficult/tough</p> <p>for my family on my family</p>	<p>Omission of 'dass'</p> <p>that</p> <p>was</p> <p>very hard/difficult</p> <p>for the family</p>	<p>I think I understand She thinks Annette says that she knows I feel She</p> <p>would be</p> <p>heavy/serious/bad</p> <p>for her family</p>



8. UNIT 5

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
aber es ist bestimmt die richtige Entscheidung für mich.	<p>but/however</p> <p>it/this is it was (if already given in Unit 4)</p> <p>definitely certainly</p> <p>the right/correct decision</p> <p>for me.</p>	<p>although</p> <p>was (unless repeated from Unit 4)</p> <p>surely/clearly/for sure/truly I am sure for definite</p> <p>the best and right decision</p> <p>it is certain this/it is/was the right decision for me.</p>	<p>I am certain</p> <p>still/firmly/particularly/of course exactly</p> <p>Omission of 'bestimmt'</p> <p>the best decision</p> <p>it is the definite right decision for me. it is certain the right decision for me.</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"> <li>All bullet points are 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, tenses and constructions is used.</li> <li>Overall this comes over as a competent, well thought-out account of the event 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	12	<ul style="list-style-type: none"> <li>All bullet points are addressed, generally quite fully, and some complex sentences may be included.</li> <li>The response to one bullet point may be thin, although other bullet points are dealt with in some detail.</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>The candidate is able to use a significant amount of complex sentences.</li> <li>In one bullet point 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	9	<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>In some examples, one or two bullet points may be less 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, with present tenses being used at times instead of past tenses.</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 went the town.</li> <li>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.</li> <li>Overall, there is more correct than incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate copes with the past tense of some verbs.</li> <li>A limited range of verbs is used to address some of the bullet points.</li> <li>Candidate relies on a limited range of vocabulary and structures.</li> <li>Occasionally, the past participle is incorrect or the auxiliary verb is omitted.</li> <li>Sentences may be basic and mainly brief.</li> <li>There is minimal use of adjectives, probably mainly after “is” eg The boss was helpful.</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	6	<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 bullet points may be accurate, serious errors occur when the candidate attempts to address the less predictable areas.</li> <li>• The Directed Writing 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, 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>• One area may be very weak.</li> <li>• Overall, there is more incorrect than correct.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes mainly only with the predictable language required at the earlier bullet points.</li> <li>• The verbs “was” and “went” may also be used correctly.</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	3	<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, word order, spelling.</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 <i>had</i> and <i>was</i>.</li> <li>The candidate displays almost no knowledge of past tenses of verbs.</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> <p>OR</p> <ul style="list-style-type: none"> <li>The candidate has not completed at least three of the core bullet points.</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>

<b>What if....?</b>	
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?	<p>It is important to look carefully at which bullet points are better addressed.</p> <p>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.</p> <p>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.</p>
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]