



2009 German

Higher – Listening/Writing

Finalised Marking Instructions

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Higher German –Listening/Writing

Marking Instructions

Question/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
1.	How many people live in Markersdorf? <ul style="list-style-type: none">4,500	1 point Any number other than 4,500	
2.	(a) What does Meike say about the number of training places in Görlitz? <ul style="list-style-type: none">relatively few(er)/only a few/very few/not many/not a lot/too little/very little/hardly any/not very many not enough for the number of people fewer/less places than the number of students.	1 point relatively less less places for many more pupils less places than in most towns many more in Hamburg than in Görlitz	
	(b) What is the only alternative the young people have? <ul style="list-style-type: none">to leave/move out of Görlitz/their town/home/parents/friends. to go to/find/get a place/one in another town/city/place. to move away/to another town.	1 point to go to Hamburg to move out of the town to go out of town to move to a big city other towns have training places	

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>3. At the beginning, how did she find living in Hamburg? 2 points</p> <ul style="list-style-type: none"> • not (so) easy. • <u>missed</u> her friends/family/home area. • knew nobody/did not know anyone. 	<p>simple difficult/hard</p>	
(2 from 3)		
<p>4. What are the advantages of living far away from home? 2 points</p> <ul style="list-style-type: none"> • can bring/take friends home at any time/no matter how late it is/until as late as she wants/when(ever) she wants/at any time of the day/regardless of the time/as late as she likes. • <u>at weekend</u> can sleep (in)/lie in/stay in bed as late/long as you want/long lies. can get up whenever he wants. sleep all weekend. 	<p>boyfriends</p>	<p>takes friends home regardless</p>

Question/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
<p>5. What are the disadvantages?</p> <ul style="list-style-type: none"> You have to/must/having to do everything (for) yourself She has to/must/having to do everything (for) herself. (You have/she has to do) your/her own shopping/the shopping/buy things for herself/buy everything/shop for herself/pay for her own shopping. (You have) to clean yourself/(she has) to clean herself/do your/her own cleaning/the cleaning/the housework/clean the house. (You have/she has) to budget/make sure money lasts to the end of the month/work out the finances/divide up the money (for the month)/manage your money/keep track of your money/organise your finances for each month. <p>(3 from 4)</p>	<p>3 points</p>	<p>‘on her own’ – if this is in the answer, penalise once only She does everything for herself. make do for yourself</p> <p>She must go shopping often.</p> <p>She has to tidy up. She has to do the washing. sweeping up</p> <p>She has to save up her money. She has to earn her own money. Pay bills and rent at end of month</p>	

Question/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
6.	<p>Why does she feel that moving away was a good decision?</p> <p>1 point</p> <ul style="list-style-type: none"> She is earning/making/earns/gets/makes more money (than friends in Görlitz). She has been able to earn more money than her friends. She is better paid in Hamburg. (You get/earn/make) more money. Her old friends in Görlitz earn less than her. 	<p>She <u>can/will</u> earn more She has more money</p>	
7.	<p>(a) How did Meike get this training place?</p> <p>1 point</p> <ul style="list-style-type: none"> A colleague/employee/trainee/someone took/was ill. 		
	<p>(b) Why was she pleased?</p> <p>1 point</p> <ul style="list-style-type: none"> She wanted to live/stay in North(ern) Germany. 	<p>She wanted/would like to live in Hamburg. She wanted to go to North Germany.</p>	

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>8. How did her parents help her with the move to Hamburg? 3 points</p> <ul style="list-style-type: none"> • They went/travelled/came with her to Hamburg. They went to Hamburg together. They took her to Hamburg. • They looked/searched together/with her for a flat/house/ somewhere to stay/a place to stay/live/accommodation. They helped her look for/find/get/visit a flat. They viewed flats with her. They found a flat with her. • They bought her/paid for everything/things/stuff/items/ what she needed/everything she needed <u>for the flat/house</u>. They helped her buy everything <u>for the flat</u>. 	<p>They visited Hamburg with her.</p> <p>They visited flats with her and helped her to buy one. They found a flat <u>for</u> her. They looked at flats for her. They chose her accommodation for her.</p> <p>furniture everything in the flat</p>	<p>They went to Hamburg.</p>
<p>9. What are the two differences between Hamburg and Görlitz? 2 points</p> <ul style="list-style-type: none"> • Hamburg is (very/so) <u>much/a lot/lots</u> bigger/larger. One is a big city; the other is a town. • The people speak/have/talk a different/their own dialect. The dialect is different/there are different dialects. The people speak a different kind of German. 	<p>accent differently a funny kind of German</p>	

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>10. Why does she like to go back to Görlitz? 1 point</p> <ul style="list-style-type: none"> to see/meet (up with)/visit/catch up with her <u>old/childhood</u> friends. to see the friends she had there. to see her friends again. 	<p>to see her other friends to see her older friends</p>	
<p>11. How has she changed since leaving home? 1 point</p> <ul style="list-style-type: none"> She is <u>more</u> independent/grown-up/self-sufficient/self-reliant/mature. She is more of an adult. She has gained in independence. She can <u>now</u> stand on her own two feet. 		<p>She can stand on her own two feet. She has become an adult.</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.
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, to have, to play, 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]