



2011 German

Higher Reading and Directed Writing

Finalised Marking Instructions

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2011 German Higher Reading and Directed Writing

Marking Instructions

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>1. Describe what holiday-makers do on a typical summer's day on the island of Juist.</p> <p>3 marks</p> <ul style="list-style-type: none"> Holiday-makers/they sun themselves/bask/sit in the sun/sunbathe/catch/worship the sun/get a tan at/on the square/ in front of/at/outside the/a café Must have sun <u>and</u> venue Families coming back from/straight in off the beach/shore (Families/They) have/do not begrudge themselves a cool/cold drink Children have/eat an ice-cream/ice-lolly 	<p>on the ground(s)/in the space lie/go out in the sun place on the terrace/ in the café sunbathe and go to the café</p>	
(3 from 4)		
<p>2. Read lines 9–27.</p> <p>(a) With whom does Christine share her accommodation?</p> <p>1 mark</p> <ul style="list-style-type: none"> People who work/help <u>in the big hotel(s)</u> Helpers/Assistants/Workers/Employees/Staff <u>in/from/of (the) big hotel(s)</u> 	<p>Helpers who work and stay in one of the big hotels A helper from the biggest hotel People who work with her in the big hotels</p>	With other hotel workers

	Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
2. (b)	<p data-bbox="331 225 1003 292">What do you learn about the island of Juist and life there when the summer season is over?</p> <p data-bbox="1048 260 1160 292">4 marks</p> <ul data-bbox="331 323 1003 1137" style="list-style-type: none"> <li data-bbox="331 323 1003 391">Island 17 kilometres long and a few/not many hundred metres wide <li data-bbox="331 483 1003 550">Not much work/They don't get a lot of work <u>Hotel owner(s)</u> live(s) off summer income <li data-bbox="331 643 1003 742">Children have to go to mainland/leave the island for (secondary/grammar/higher) school(ing)/education <li data-bbox="331 802 1003 1137">In medical emergencies/For medical assistance reliant/you have to rely on/fly by/be airlifted by helicopter The medical problems rely on emergency helicopters Medical provision in an emergency depends on a helicopter Medical supplies/provisions provided/brought by helicopter in an emergency Emergencies have to be taken by helicopter 	<p data-bbox="1182 323 1621 454">Less than/a small 100 metres wide Exactly 100 m wide miles</p> <p data-bbox="1182 483 1621 518">no work</p> <p data-bbox="1182 643 1621 710">to do gymnastics party island</p> <p data-bbox="1182 802 1621 869">Medicine is only provided by helicopter in an emergency</p> <p data-bbox="1182 898 1621 933">hanging from</p> <p data-bbox="1182 962 1621 1029">The medicine supply has a helicopter in case of emergency</p>	<p data-bbox="1621 802 1998 837">Medical supplies, if needed,</p>

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>3. Read lines 28–32.</p> <p>What two features help holidaymakers relax and recuperate?</p> <p>2 marks</p> <ul style="list-style-type: none"> long white sand(y) beach(es)/shores long stretch/strips of white sand walk along/absorb long white sandy beaches (good) sea(side)/ocean air/breeze free of/without/away from car/exhaust fumes/emissions/ gas(es) from cars/car pollution/car exhaust/car fumes The smell of the sea without the smell of car exhaust fumes Take in the good sea air instead of car fumes Clean sea air because it is not polluted by cars Good smell of the sea and not car exhaust fumes 	<p>long known sandy beaches long walks on white sandy beaches wear/ endure long white sandy beaches</p> <p>car waste</p>	<p>good sea air there are no cars around</p>

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>4. Now read lines 33–47.</p>		
<p>(a) Why did Christine feel lonely at first? 1 mark</p> <ul style="list-style-type: none"> • She was the only temp/seasonal/part-time worker in the café She was the only helper/assistant in the café 	<p>She was the only waitress in the café Foreign help</p>	
<p>(b) How did this change? 1 mark</p> <ul style="list-style-type: none"> • Someone else <u>the same age</u> came/another person <u>her age/of similar age</u> came/followed/joined Another girl <u>her age</u> joined the café to help out She got to know/found/met/got a colleague <u>of the same age.</u> • She learned/found out that a lot of young people/teenagers/youths from elsewhere/outside the island/out-of-town worked on the island/there She learned that a lot of foreign young people worked on the island 	<p>She followed a colleague of the same age</p>	<p>There was a ...</p> <p>She learned that a lot of young people worked on the island</p>

(1 from 2)

Question/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
4.	<p>(c) What surprised Christine, when she started to visit the bars and pubs on the island?</p> <p>1 mark</p> <ul style="list-style-type: none"> The locals/residents/islanders/natives went to the same bars/pubs as the holiday-makers/people on holiday <p>Inhabitants, visitors and temporary workers all met there/You can meet everyone there/The variety of people that went there all the time</p>	<p>The islanders like to visit the pubs just like the holiday-makers</p> <p>The locals went to bars with holiday makers</p>	<p>Lots of people go to the pubs</p>
5.	<p>Read lines 61–72.</p> <p>(a) What kind of unfortunate accident did she have in the first weeks of her job?</p> <p>1 mark</p> <ul style="list-style-type: none"> Cups/Mugs and glasses fell off her tray/A cup/mug and glass fell off her tray <p>She dropped/broke cups/mugs and glasses off her tray</p>	<p>She dropped a tray of/knocked over cups and glasses</p> <p>Cups and glasses fell off the table/fell over on the tray</p> <p>lots of cups and glasses fell over the tray</p>	
	<p>(b) What embarrassing mistake did Christine make with one customer?</p> <p>1 mark</p> <ul style="list-style-type: none"> She wanted to cash up at one table but did not look at the bill <p>She tried to charge the wrong customer for 11 beers/She charged someone for beer they did not drink</p> <p>She gave the wrong bill (to a/the customer)</p> <p>She mixed up table numbers when giving the bill</p>	<p>She served beer to the wrong person/She delivered the wrong order</p> <p>She overcharged the customers</p> <p>She got her calculations wrong</p>	<p>She made a mistake with the bill</p> <p>She got the wrong bill</p>

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>6. Read lines 73–83.</p> <p>What are Christine's complaints about the people who attended the concert in front of the café?</p> <p>2 marks</p> <ul style="list-style-type: none"> • They were not sympathetic/did not show any understanding/had little understanding/sense/did not understand/did not care about when/that the café wanted to close/it was closing time/they were about to close/they were about to shut the café • They do not understand... <ul style="list-style-type: none"> ...that the staff want/long to go home after working a 12 hour shift ...that the staff couldn't wait to stop work after 12 hours ...that the staff want to see/yearn for an end to their 12 hour working day ...that they had had enough after working 12 hours ...that the staff work 12 hour shifts and that it is their time to stop work 	<p>...had to close</p> <p>free evening</p>	<p>They do not understand that the staff have a 12 hour working day</p>

Question/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
7. Read lines 84–96.			
<p data-bbox="264 325 1025 389">(a) What gives Christine a really good feeling, when families keep coming back to the café?</p> <p data-bbox="1048 357 1182 389">2 marks</p> <ul data-bbox="340 421 1025 788" style="list-style-type: none"> <li data-bbox="340 421 1025 612">• She can guess/predict what they are going to order/She knows their order before they say it/She gets to know what they order/She can, after they have been back several times, order for them/You know what they order/She remembers their orders <li data-bbox="340 708 1025 788">• the nice/friendly/good conversations/chat(s)/talk/discussion (with them) 		<p data-bbox="1205 421 1619 453">She gets it right first time</p> <p data-bbox="1205 485 1619 517">Bestellung=reservation</p>	<p data-bbox="1641 421 2045 453">She knows the orders</p> <p data-bbox="1641 708 2045 804">They are nice to speak to When they speak nicely to her It is nice to speak to them</p>
<p data-bbox="264 900 1025 963">(b) Which customers do these positive experiences help her to cope with?</p> <p data-bbox="1048 932 1182 963">1 mark</p> <ul data-bbox="340 995 1025 1075" style="list-style-type: none"> <li data-bbox="340 995 1025 1075">• The ones who cannot/will not/would not/do not want to wait 10 minutes for a coffee/to be served 		<p data-bbox="1205 995 1619 1123">Friendly/nice guests who cannot wait 10 minutes for a coffee more than 10 minutes</p>	<p data-bbox="1641 995 2045 1075">Helps to cope with impatient people</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.

8. UNIT 1

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
Für uns bedeutet das: Hektik.	<p>For/To us/ourselves</p> <p>that/this/it means/signifies/represents meant/signified/represented it/that means/meant this:</p> <p>For us that means one thing: That is what it means for us:</p> <p>(a) hectic pace/atmosphere. (a) hectic rush(es). a hectic time/hectic times (a) mad rush. hustle and bustle</p> <p>For us that means (that) it is (going to be) hectic.</p> <p>That means a mad rush for us.</p>	<p>it means that: it symbolises</p> <p>For us it is nothing but</p> <p>: hectic the hectic rush</p>	<p>Omission of <u>us</u> For them</p> <p>Omission of <u>that, etc</u> it is It is important meaning that</p> <p>For us that mean hectic.</p> <p>hell. stress. chaos. hard work.</p>

8. UNIT 2

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
Bestellungen aufnehmen und servieren,	<p>Taking (down/in) orders Record(ing)</p> <p>and serving them/orders</p> <p>Taking and serving orders Orders to take and serve To take and serve orders Orders (have) to be taken and served. Orders are taken and served. Take a note of orders and serve them Take/Taking (a note of) orders and serve/serving We have to take and serve orders</p>	<p>Receiving/Receive</p> <p>and serving foods</p> <p>Take orders and serve people/ customers</p> <p>Serving orders and taking them the orders</p>	<p>order numbers reservations messages</p> <p>Taking/Take out/up Picking/Pick up</p>

8. UNIT 3

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
nebenbei den Spülberg in Zaum halten	<p>(whilst) at the same time at the same time as (and) in addition/additionally besides/alongside/along with as well as/incidentally while/whilst (also)</p> <p>(having) to keep/keeping</p> <p>in check/under control a check on/check of/control of on top of/up with up to date with/a tight rein on</p> <p>staying in control of/on top of/ up to date with</p> <p>the pile(s)/mountain(s)/heaps of dishes the pile/mountain of washing-up the pile of dish-washing</p> <p>needs to be kept in check</p> <p>There is a mountain of washing-up to keep in check. The pile of dishes must be kept in check.</p> <p>...stopping the mountain of dishes becoming too much</p>	<p>moreover also</p> <p>taking care of</p> <p>the mountain of dish/washing/ rinsing/things in the sink the mountain at/in/beside the (kitchen-)sink the amount of dishes</p> <p>The mountains of dishes were kept in check/low</p>	<p>nearby next (with) at/on the side at the same</p> <p>to keep watch of to keep checking to keep in order</p> <p>Omission of <u>mountain/pile(s)</u></p> <p>keeping the kitchen in check</p> <p>the kitchen pile the sink mountain/piles</p>

8. UNIT 4

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
und zwischendurch Geschenke aus dem Souvenirladen einpacken	<p>and</p> <p>in between times/this/that between times/that/this occasionally in between between all of that meanwhile/in the meantime</p> <p>wrap/wrapping (up) pack/packing (up) package/packaging having to wrap/pack(age) we/I have to wrap/pack(age) the wrapping of</p> <p>presents/gifts</p> <p>from/out of the souvenir shop the souvenir shop gifts</p> <p>must/have to be wrapped/packed/ packaged</p> <p>we get presents from the souvenir shop to pack up</p>	<p>Omission of <u>and</u></p> <p>between besides every now and then here and there</p> <p>the presents/gifts a present/gift souvenir shop gifts</p> <p>in/at/for the souvenir shop the gift shop the souvenir shops/<u>stand</u></p> <p>are/were packed</p>	<p>unpacking packing away packing in stocking</p> <p>parcels souvenirs</p> <p>Omission of <u>shop</u> souvenir shops (omission of <u>dem</u>)</p>

8. UNIT 5

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
<p>– nach solchen Tagen bin ich abends todmüde ins Bett gefallen. .</p>	<p>after/on days/a day like this/that after/on such days/such a day after these/those days after these kinds of days/this kind of day</p> <p>I fell into (my) bed I would fall into bed I dropped into bed</p> <p>in the evening(s) at night by the evening of an evening</p> <p>dead beat dead(ly) tired totally tired so/very tired (completely)exhausted (totally/absolutely) shattered</p>	<p>I fall into bed I drop into bed I dropped down onto the bed I went/go to bed</p> <p>Omission of <u>in the evening(s)/at night</u> at evening/by night evening</p> <p>knackered deathly tired</p> <p>...I am dead tired when I fall into bed in the evenings.</p> <p>I was tired and fell ...</p>	<p>these such days some days to such days Omission of <u>after</u> at the end of the day nach=from</p> <p>she/we</p> <p>I liked/am glad to go to my bed I was pleased to get to my bed I enjoyed going to bed I like bed</p> <p>critically tired in a death mood tired to death sound asleep too tired</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"> • 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</i>, <i>to have</i>, <i>to play</i>, <i>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 OR 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?	<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]