



**2009 German**

**Higher – Reading and Directed Writing**

**Finalised Marking Instructions**

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## **Higher German 2009: Reading and Directed Writing**

### **Initial 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 point; a word or concept printed in bold type must be evident within an answer before the point can be awarded.

To assess an answer, tick each piece of information which constitutes a correct point. 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 points 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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**Marking Instructions**

Question/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
1.	(a) Across the three generations, what has <b>not</b> changed over the years?		
	<ul style="list-style-type: none"><li>• what people/they enjoy about/in the summer (time)</li></ul>	the enjoyment of summer how people enjoy summer people in summer having a fun time any answer with ‘want’/‘do’	
	<ul style="list-style-type: none"><li>• people/they love/enjoy/everyone loves the sun, warmth/warm weather/heat and free time in the summer</li></ul>		
	<ul style="list-style-type: none"><li>• sun, warmth and free time are the best things/their favourite things about summer</li></ul>	Freizeit = freedom	
	(1 from 3)		
	(b) What has changed a great deal?		
	<ul style="list-style-type: none"><li>• how people use (up)/spend (the) free/leisure/spare time how one uses one’s free time the use of free time what they do/did in their free time</li></ul>	omission of ‘free’ how they benefit from their time how free time has been useful	

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>2. Read lines 9–34.</p> <p>(a) What does grandmother Ingrid Dehnert say about going swimming with friends in summer, when she was young? <b>1 point</b></p> <ul style="list-style-type: none"> <li>they <u>had to/would/used to</u> walk/run, as there were no buses</li> </ul> <p>(b) Apart from child-minding, what did she do to earn money? <b>2 points</b></p> <ul style="list-style-type: none"> <li>met/collected/picked up/fetched/got tourists from the ferry went to tourists at the ferry</li> <li>took/carried/brought/dropped off/put their (suit)cases/luggage/bags to guest houses/B&amp;B/inn/hotel/place they were staying brought their cases to the guest house</li> </ul>	<p>there were not many buses they had to race they did not have boobs there was no atonement They did a lot of swimming but they were always aware none of them had breasts.</p> <p>met tourists on the ferry helped tourists get off the ferry omission of ‘ferry’</p> <p>drove their cases pensioners’/old people’s suitcases retirement home/bungalow/rented house/flats/boarding home/guest home</p>	

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>(c) How did Katrin Bredner spend her holidays?</p> <ul style="list-style-type: none"> <li>worked in a milk(-shake) bar/milk-shake shop</li> <li>went walking/hiking <u>a lot/on a lot of/many</u> walks <u>lots of</u> walking tours</li> <li><u>sometimes</u> went to the Baltic (on holiday).</li> </ul>	<p>worked in a dairy/milk shop coffee bar juice bar</p> <p>often wandered</p> <p>East Sea/Balkan Sea/Ballistic Sea went to the Baltics on the Baltic</p>	
(2 from 3)		
<p>3. Read lines 35–45.</p> <p>In grandmother Ingrid's day, what did they do for food and drink, when they went out?</p> <ul style="list-style-type: none"> <li>They took/brought food with them/they took their own food/they had their own food/lunch.</li> <li>If/when they had the money, they bought/would buy a <u>bottle of</u> lemonade/(fizzy-)juice.</li> </ul>	<p>They had to take food with them.</p> <p>a flask bottles They would buy a bottle of lemonade and mix it with other drinks.</p>	

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>4. Now read lines 46–60.</p> <p>(a) What sort of clothes did grandmother Ingrid’s generation wear in the summer? <b>1 point</b></p> <ul style="list-style-type: none"> <li>• They made/sewed/stitched/cut/tailored their own clothes/things. Clothes that they altered themselves.</li> <li>• Dresses and skirts/a dress and skirt</li> <li>• They rolled/bunched/pulled up/folded over/adjusted their skirts to turn them into mini-skirts. They wore skirts high as mini-skirts.</li> </ul> <p style="text-align: right;"><b>(1 from 3)</b></p>	<p>They wore tailored clothes</p> <p>Period dresses and skirts. Regular dresses and skirts.</p> <p>cropped/shortened/changed</p>	<p>They like to make their skirts into mini-skirts.</p>
<p>(b) What does Katrin say about clothes in her day? <b>1 point</b></p> <ul style="list-style-type: none"> <li>• (They wore) mini-skirts and shorts.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• The summer colour was blue.</li> </ul>	<p>small/cropped/short trousers mini-skirts with shorts</p> <p>The clothes were always blue.</p>	

Question/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
<p>(c) What do today's young people wear?</p> <ul style="list-style-type: none"> <li>lots of/many colours are fashionable/topical/up-to-date/in fashion/in. the current trend is to wear lots of colours.</li> <li>people often wear stripes/stripes are popular/worn a lot/often.</li> <li>lots of colours and stripes.</li> </ul> <p>(1 from 3)</p>	<p>1 point</p>	<p>all colours are fashionable tropical colours colours that don't match</p> <p>patrol/fighting clothes strips</p>	

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>5. Read lines 61–76.</p> <p>(a) What are you told about parties, when Ingrid was young? <b>2 points</b></p> <ul style="list-style-type: none"> <li>The only parties were family ones/celebrations. Parties were a family thing. Parties would be for families. There were only family parties. They were only at family festivals.</li> <li>The children/young people/you <u>had to</u> be home/in/in the house at/by midnight. You <u>had to</u> go back to the house/home by/for midnight.</li> </ul> <p>(b) How do the young people of today like to celebrate? <b>2 points</b></p> <ul style="list-style-type: none"> <li>they go to the disco/clubbing/night-clubs <u>every weekend/most weekends/every week/at the weekends</u>.</li> <li>go to/visit town/city festivals/parties/celebrations/fairs/fêtes/galas/fiestas.</li> </ul>	<p>mostly/usually unique parties feast There was a family party. Feier = holiday</p> <p>You had to take the children home at midnight. You had to go back to the house <u>at</u> midnight. Children had to be in bed by midnight. Children would go home at midnight. Children had to remain home at midnight.</p> <p>there are discos to go to every weekend. they visit the disco</p> <p>Any reference to holidays negates the answer. street parties/festivals have parties in town They like to party in the town. They go to town to party. visit other cities to celebrate</p>	



Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>6. Read lines 77–87.</p> <p>What changes in music took place between Oma Ingrid’s and Katrin Bredner’s generation?</p> <p><b>2 points</b></p> <ul style="list-style-type: none"> <li>• Oma Ingrid – sang hiking/hiker/rambling/walking songs/ they sang songs while they were walking/hiking.</li> <li>• Katrin Bredner – they recorded/taped their own voices/ music/tunes (on a cassette recorder) <u>and</u> listened to it.</li> </ul>	<p>travelling/marching songs hymns walking music There were only walking songs.</p> <p>nahmen auf = took</p>	
<p>7. Read lines 88–98.</p> <p>Why did Katrin enjoy summers, when she was a girl?</p> <p><b>2 points</b></p> <ul style="list-style-type: none"> <li>• The sun was very/really important <u>to/for her</u>. She found the sun very important.</li> <li>• She/you/one <u>could/was able to/got to</u> relax/take it easy/ unwind.</li> </ul>	<p>She would relax. sich entspannen = enjoy herself It was a time to relax and that was important.</p>	<p>The sun was very important.</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. The total number of marks gained will, where necessary, be converted to a score out of 10.

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
Wir sind aber nie in den Urlaub gefahren,	<p>But However though (at end of unit)</p> <p>we</p> <p>never</p> <p>did not ever go</p> <p>went (away/anywhere) would never go (away/anywhere) never used to go (away/anywhere)</p> <p>on holiday/vacation for a holiday</p>	<p>Omission of 'aber'</p> <p>not</p> <p>were away have went</p> <p>But we never had holidays away from home.</p>	<p>Omission of 'nie'</p> <p>often always much</p> <p>were/have been travelled were able to go could go go (present tense) are going drove</p> <p>in/during the holidays on the holiday abroad</p>

8. UNIT 2

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
weil wir nicht genug Geld hatten.	because as since  we  did not have didn't have hadn't  enough  money.	   never had had not got   the a lot of/much	 they    hadn't had    had no money

8. UNIT 3

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
Meine Mutter sagte oft zu uns Kindern:	<p>My mother/mum</p> <p>often</p> <p>said used to say would say</p> <p>to</p> <p>us children/kids</p>	<p>often enough</p> <p>told</p> <p>childrens us as children/kids us, when we were children</p> <p>us children that, we children</p>	<p>always</p> <p>the children omission of 'children' us, when I was a child to her children to our children</p>

8. UNIT 4

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
„Ich möchte so gerne einmal mit euch in die Berge fahren...!“	<p>I would/I'd so/really like I would/I'd like so/very much I would/I'd so love I would/I'd like it so much</p> <p>to go to travel to drive</p> <p>to the mountains into the mountains</p> <p>with you/yourselves</p> <p>once one time one day some day sometime just once</p>	<p>want</p> <p>Omission of 'so' gladly I would be so glad I would so very like</p> <p>to the hills in the hills/mountains</p> <p>with you lot yous you all</p> <p>only once at least once</p>	<p>Omission of 'möchte'</p> <p>to take you to ride</p> <p>up the hills/mountains</p> <p>Omission of 'mit euch' each of you to take you with me</p> <p>Omission of 'einmal' for once for the first time</p> <p>I would like you to go</p>

8. UNIT 5

TEXT	GOOD 2	SATISFACTORY 1	UNSATISFACTORY 0
Sie wollte uns immer die Alpen zeigen.	<p>She</p> <p>always</p> <p>wanted was wanting</p> <p>to show us</p> <p>the Alps.</p>	<p>has wanted</p> <p>She wanted to always show us the Alps.</p>	<p>You</p> <p>Omission of 'immer'</p> <p>Omission of 'wollte' would show</p> <p>to take us to us to see to see to visit to point to to climb (upon)</p> <p>to see the Alp goats the mountains</p> <p>She would always treat us as mountain goats.</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]