

2003 German

Advanced Higher – Listening & Discursive Writing

Finalised Marking Instructions

Section I – Listening

Part A

1. (a) How many countries were involved in the PISA-Study? (1)
- 32
- (b) How many pupils from Germany took part in the Study? (1)
- more than/over 5,000
2. (a) How did Germany perform in the Study generally? (1)
- (very) badly/poorly/disastrously/catastrophically/failed
- (b) Which **two aspects** of the performance of German pupils are mentioned and why? (3)
- reading; (reading comprehension = 2 marks)
 - text comprehension/understanding texts;
 - German pupils performed alarmingly/particularly badly/got alarmingly/particularly bad marks (in these skills/areas) – new approp advert
3. (a) According to the Study, how do social factors influence the performance of German pupils at school? (2)
- success at school in Germany depends on parental income;
 - more than in any other industrialised country/nation
- or
- the worse/poorer the social situation/circumstances (of pupils);
 - the worse/poorer the/their performance at school
- (b) What concern about the German school system does this finding of the PISA-Study raise? (1)
- that (in Germany) they have not managed to create/there is no equality of opportunity/there are no(t) equal opportunities in the school system
4. (a) Why are German politicians and educational researchers demanding an increase in the number of all-day schools? (1)
- because countries with all-day schools (such as Finland) (clearly) performed/did (considerably) better in the PISA-Study
- (b) How has the Federal Government responded to this demand? (2)
- by making four billion/million Euros available in the next four years;
 - Lots of money
 - for (the opening/setting up of) 10,000 new (all-day) schools

12 points

Part B

1. (a) What aspect of the results of the PISA-Study does Anne find surprising? (1)
- that Germany did/performed/came out/emerged so badly (in/from an international comparison)
- (b) Why does she find this surprising? (2)
- (she always thought/as far as she is/was concerned) the German school system had/has a (fairly/quite) good reputation (internationally);
 - she does not think/have the impression that things (in Germany)/they are all that/so bad
2. (a) What is Stefan's opinion of the German school system? (1)
- (he always thought/was always of the opinion that) they can/could be (quite/fairly) proud of it
- (b) How does he justify this view? (2)
- when he compares his school in Germany to the one where he is working in Scotland (as an Assistant);
 - (he would say) the level/standard is (considerably) higher/better in Germany)
3. (a) Why is Anne concerned about the poor showing of pupils with learning difficulties and foreign children in Germany? (1)
- because this (simply) should not/cannot be allowed to happen in a modern (industrialised) country/nation (like Germany)
- (b) How does she think the situation of socially weaker pupils in Germany can be improved? (2)
- by offering them the right learning/working conditions;
 - so that they have the same chance/opportunity to leave school with/get good qualifications/do well at school as other children
4. (a) Why does Stefan not think that the introduction of more all-day schools in Germany is a good idea? (1)
- because in Scotland the pupils' concentration (in class) diminishes/decreases/pupils can't concentrate in class/lessons in the afternoon(s)
- (b) What factors does he consider to be more important? (2)
- 2 from:
- the quality of lessons/classes/teaching;
 - how you/people learn;
 - that pupils don't learn (material/work)(by heart/rote);
 - that they think about what they are learning/it

- (c) What examples does he give some of the more practical problems caused by introducing more all-day schools? (1)
- building/opening/setting up canteens/dining halls (at all schools)/more work for teachers
5. (a) What is made available to pupils in the afternoons at all-day schools in Brandenburg? (1)
- numerous/many clubs/(extra-curricular) activities/study groups
- (b) Why does Anne think this is a good model to follow? (3)
- 3 from:
- because then school offers more than just lessons/classes/teaching;
 - (namely) the organisation of freetime/leisure time/(useful) freetime/leisure activities/pursuits;
 - this strengthens the bond/link/commitment of pupils and teachers to the school;
 - as/which exists in Scotland;
 - but not/but which is missing in Germany/German schools
6. What, according to Stefan, is the only advantage of all-day schools? (1)
- that they allow parents to/that parents can combine/reconcile work and family better/more easily/more effectively/that they make work and family commitments more compatible for parents

18 points

Total 30 points = 40 marks

AH Discursive Writing

Categories	Criteria	Pegged marks
Very Good	The language is characterised by a high degree of accuracy and/or may show some flair. Uses a good range of structures and vocabulary appropriate to Advanced Higher with few, if any, errors of spelling and/or punctuation. The essay is well structured and all aspects are relevant to the title.	30
Good	The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher. Contains a reasonable range of vocabulary and structures appropriate to the level. There are few errors in spelling and/or punctuation. The essay has an adequate sense of structure and most aspects are relevant to the title.	24
Satisfactory	Sufficient control of structures appropriate to Advanced Higher to convey meaning clearly. Contains a reasonable range of vocabulary and some complex sentences. Spelling and punctuation are generally correct. The essay has some sense of structure and most aspects have some relevance to the title. Performance may be uneven, but the good outweighs the bad.	18
Unsatisfactory	The language is insufficiently accurate to convey meaning clearly and consistently. Very limited range of vocabulary and/or structures appropriate to Advanced Higher. Inappropriate use of learned material, and possibly some unidiomatic translation from English. The essay may be lacking in structure and less than half of the aspects have any relevance to the title.	12
Poor	The language contains frequent basic errors and/or other tongue interference which seriously impede communication. The essay may be unstructured and few aspects are relevant to the title.	6
Very Poor	No redeeming features	0

[END OF MARKING INSTRUCTIONS]