

**2006 German**

**Advanced Higher – Listening & Discursive Writing**

**Finalised Marking Instructions**

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## Section I – Listening

## Section II – Discursive Writing

### General Procedure

- 1 Before marking proper begins, it is the responsibility of the marking team to fix appropriate standards. The marking process will therefore be divided into two stages: a **preliminary** stage which will be explanatory and aimed at establishing the standards to be applied, and the **marking** stage when scripts will be marked according to an agreed scheme, on the basis of photostat scripts.

- 2 **Preliminary Stage**

This covers the period from the time the markers receive their scripts and photocopies to the Marker's Meeting.

When you receive the first batches of scripts, you should read a sufficient number to feel you have a reasonable impression of the general level of the candidate's work, then mark **provisionally** and in pencil only, as many as you can before the Marker's Meeting with the purpose of testing how the Marking Instructions work in practice. While carrying out this provisional marking, any points which have not been covered by the key, and any other points which may help with the process of standardisation, should be entered on one of the copies of the Marking Key.

The photostat copies should also be marked and brought to the Marker's Meeting, where they will serve as a basis for comparison of standards and general discussion on marking.

- 3 **Markers' Meeting**

In discussion of these Instructions and the photostat scripts, you will have the opportunity of discussing any points of difficulty or any doubt on matters of procedure or marking. You should bring both copies of the Marking Instructions to the meeting, the one with the preliminary notes, the other for the insertion of any amendments made at the meeting. The second, revised copy should be used as the basis for the marking proper. The decisions made at the Marker's Meeting will be binding on markers, and the Marking Instructions, as revised, must be followed closely. Should any reservations occur to you during the course of marking proper, you should mention them in your report, but if the preliminary stage is carried out thoroughly, such reservations should be infrequent.

You may also bring selected scripts with you to the Marker's Meeting if you have encountered any particular points of difficulty which may warrant the examination of complete scripts. However you must scrupulously observe the Scottish Qualification Authority's ruling that scripts may not be read or marked in public places or on public transport. In general, you must observe the highest standards of caution when carrying scripts about with you. (see Terms and Conditions of Employment of Markers on Form Ex51 (a) sent with your letter of invitation to serve as a marker.)

#### 4 **Marking Stage**

- (a) This covers the period from the Markers' Meeting until the final date for the return of scripts to SQA. By that date all marked scripts, Mark Sheets and Reports should be returned to SQA. Marking should be carried out according to the following scheme, taking into account any modifications of detail which may be decided on at the Markers' Meeting.
- (b) The mark for the Listening section of this paper is out of 30; the mark for the Discursive Writing section is out of 40.
- (c) For Section II, you are requested to keep a record of the number of candidates attempting each question. This information should be included in your Marker's Report.
- (d) In the case of **serious** doubt about an assessment, you must award a mark and then refer the piece of work to the Principal Assessor. To do this, write "PA Referral" underneath the "For Official Use" section on the front of the script and complete a Principal Assessor Referral form (copies of which are enclosed in your marker's pack). (Also see 'Entries on the Mark Sheets' sub-para 3). **Do not write the reasons on the script itself. Do not make any entry on the outside of the envelope.**

## Advanced Higher German – Section I Listening Part A

### Questions/Acceptable answers

1. (a) What reason is given for the relatively slow development of the Internet in Germany?

**1 point**

- Poor provision/low number/lack of PCs/computers in households/homes/houses not many people have a computer at home/low percentage/proportion

(b) What statistical comparison supports this?

**2 points**

- In Scandinavia one (PC) for every two people (on average)
- In Germany one for every three

2. To what do two out of five Germans admit?

**1 point**

- Having no knowledge of/knowing nothing about computers

### Unacceptable answers

private households slow to take up PC  
most people don't have a PC at home

Sweden

less/more than one in three

never used a computer  
don't/can't use a computer

### Acceptable/Markers' Notes

**Questions/Acceptable answers**

3. (a) How are German schools contributing to the current problems?

**2 points**

- Not helping/making it easy for young people to become familiar with technology/IT/computers
- Only one computer for every fifteen pupils last year

(b) How does this compare to the situation in schools in other parts of Europe?

**2 points**

- (In most other European countries) one computer between (a maximum of) ten pupils
- In Norway and Denmark one computer between three (pupils)

4. What is the German government doing to give the IT sector added impetus?

**2 points**

- An extra/additional ten thousand (IT) specialists/green card initiative to attract/gain 10,000 specialists/10,000 IT specialists to be trained with/via a green card initiative
- Extending/improving/boosting (IT) training

**Unacceptable answers**

trusted  
not enough computers per child – too vague  
not enough IT equipment

grants to employ more people

**Acceptable/Markers' Notes**

**Advanced Higher German – Section I Listening Part B**

**Questions/Acceptable answers**

1. Why is Anne unable to imagine life without the Internet?

**2 points**

- Has to do (a lot of) research for her studies
- Many of the articles/much of the information (she requires) (can be found/accessed) (most easily) on the Internet/easiest way to find it is online/on the Internet
- Very quick with broadband/ISDN

**(2 from 3)**

2. What does Stefan see as the main danger of surfing the Internet?

**2 points**

- That it becomes an addiction/addictive/you can become addicted to it/danger of spending too much time online
- Family and friends neglected (as a result of this/miss out/don't talk to/communicate with friends and family/not enough/too little time with friends and family/stop seeing friends and family/lose touch with friends and family)

**Unacceptable answers**

classes

**Acceptable/Markers' Notes**

**Questions/Acceptable answers**

**3. (a)** What is Anne's attitude to chat rooms and why?

**3 points**

- Does not dare use them/has not dared
- Knows she would sit at the screen for hours/would spend hours speaking/chatting
- Her dealings/contact/relationships with others would suffer

**(b)** How does she feel about e-mail?

**2 points**

- (Really/very) practical/useful/an enrichment to/enriches (our lives)
- Stay in contact/touch with friends, particularly those who live far away/keep in contact with people worldwide/across the world/in other parts of the world

**Unacceptable answers**

does not like them  
anything that indicates a  
positive view

**Acceptable/Markers' Notes**

**Questions/Acceptable answers**

4. (a) What is Stefan’s view of e-mail? **1 point**
- (Totally) impersonal/prefers writing (“proper”) letters/ does not like them/not for him
- (b) What does he think about new technology in general? **3 points**
- 3 from:**
- Too much (technology) in our lives/thinks things are too technological
  - Other media (eg television) already eat into/pervade/ infiltrate/permeate our lives (too much)
  - (Gradually) becoming an end in itself
  - (Beginning to) dominate/rule over our lives/thinking/thoughts (if first bullet point achieved, then, must be thinking/thoughts)
  - Not an enrichment/does not enrich our lives/anything other than that/but enriching
5. (a) What advantages of the Internet does Anne mention? **2 points**
- Can be accessed all over the world/global presence/world at your fingertips
  - Current/updated/topicality/up to dateness
  - Speed/fast
- (2 from 3)**

**Unacceptable answers**

it is nothing to him

easily accessible

**Acceptable/Markers’ Notes**

**Questions/Acceptable answers**

**(b)** Which aspect of the Internet does she find particularly impressive and why?

**2 points**

- Various/diverse media used/combined with one another (if exemplifying then need all 4 of text, pictures, DVDs and sounds in combination)
- Makes the Internet more varied/diverse/livelier than any book or newspaper

**6.** What does Stefan consider to be the major disadvantages of the Internet?

**2 points**

**2 from:**

- (Too/so much) superfluous/useless material
- Difficult to filter out/locate/find the information you are looking for/don't always find what you want
- Confused/confusing/messy structure/unstructured
- Takes a long time to find (exactly) what you are looking for/takes too long

**7.** Why does Anne think it is worth familiarising yourself with the Internet?

**1 point**

- It can make our lives easier (in many respects)

**Unacceptable answers**

better than

too much information – must indicate useless/superfluous

spend too much time

for the ill, old and disabled  
can help ill, old and disabled  
people

**Acceptable/Markers' Notes**

## Section II – Discursive Writing

### Notes on procedure

- 1 There are **40 marks** awarded to the Discursive Writing section.
- 2 The mark should be awarded on the basis of your general evaluation of the essay. It will be based on (a) grammatical correctness, (b) idiomatic command and sense of style, (c) the intellectual level of the ideas expressed, (d) plan or orderly development of ideas, (e) relevance to the subject set – but you remain free to vary the weight you attach to each of these in each individual essay. Answers which are largely irrelevant to the subject are unlikely to gain more than a Satisfactory mark, and could in some cases be considerably lower.
- 3 Grammatical mistakes should be underlined, without being corrected, in red, in the following way: wavy line = slight error (eg missing accent, minor spelling mistake); straight underline = standard error; double underline = serious grammatical mistake. Repeated errors should be ringed.  
  
**Credit points**, indicated by a prominent tick in the left-hand margin, should be given for anything good. Such credit points may be gained, for example, by a good use of idiom, a well-handled syntactical construction, variety of constructions; a well-organised plan, neatly constructed paragraphs, a forcefully expressed idea, appropriate use of varied registers.  
  
 Weak essays are commonly characterised by inaccurate grammar, thin or repetitious vocabulary and poor planning or relevance.
- 4 Neither grammatical mistakes, nor credit points, are to be formally totalled; but you should use them as guides for your final assessment. A candidate with one or two credit points may be in the running for a good mark, while one with a lot of grammatical mistakes or other signs of weakness will probably fall into the 'Unsatisfactory' category, or below. Poor punctuation and writing that is difficult to read may be penalised.
- 5 To award your final mark, you should place each script in one of a given number of categories. Each of these carries a fixed mark, as outlined in the Pegged Marks and Criteria on page 10.  
  
 You must observe this fixed scale of marks, the purpose of which is to prevent a proliferation of individual marking scales.
- 6 The mark awarded should be entered in the **outer right hand margin** at the end of the question, then added to the mark for Section I. The resulting total must be entered in the space provided on the outside front cover of the script and transferred to the Mark Sheet.

## AH Discursive Writing

<b>Categories</b>	<b>Criteria</b>	<b>Pegged marks</b>
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.	40
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.	32
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.	24
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.	16
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.	8
Very Poor	No redeeming features	0

[END OF MARKING INSTRUCTIONS]