

**2006 German**

**Advanced Higher – Reading & Translation**

**Finalised Marking Instructions**

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## A 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 exploratory 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 Markers' 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 Markers' 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 very infrequent.

You may also bring selected scripts with you to the Markers' 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**

This covers the period from the Markers' Meeting until the final date for the return of scripts to the Authority. By that date all marked scripts, Mark Sheets and Reports should be returned to the Authority.

Marking should be carried out according to the scheme which follows, taking into account any modifications which may be decided on at the Markers' Meeting.

The mark for this Paper is out of 50.

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.**

#### **General criteria for marking**

Translation:

The translation into English is allocated 20 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 20.

<b>Category</b>	<b>Mark</b>	<b>Description</b>
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	Essential information is understood and conveyed 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 the failure to translate relevant details.

#### **B Detailed Marking Key**

See attached sheets for detailed notes on each question.

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### Reading and Translation

1. **What picture does the author paint of student life?** 2
  - stressful/pressured/overworked/fear/worries
  - constantly examined/always/all the time/tested
  
2. **How are young people physically affected by student life?** 4
  - disrupted sleep
  - stomach pains
  - shaking
  - heart pounding/palpitations (not beating)
  
3. **In what other ways is stress seen in school pupils?** 2
  - illness
  - truancy
  
4. (a) **What evidence do we have that truancy is on the increase?** 2/3
  - 3 times as much
  - example of pupil who attended 120/190
  - even in last year of school
  
- (b) **How do we know that truancy is not something new?** 2
  - memories of some pupils choosing not to go to school/we all know the feeling/good weather don't want to go
  - some pupils missed music lessons
  
5. **Why is Manfred Lehmann worried about the truancy situation?** 5/6
  - teachers are helpless/cannot do anything
  - cannot get through to pupils/close to
  - pupils will not even speak/conversation/dialogue impossible
  - they look away
  - it is a vicious circle/worry and get more stressed
  - fines do not help

6. **Why is truancy on the increase?** 3
- pressure/stress/fear/worry
  - bullying
  - no interest in school/avoid
7. (a) **In your opinion, after reading the whole article what are the main features of stress within the German education system?** 5
- in all areas of education/mention different stages/idea of spreading through all parts of the system
  - affects all ages
  - damaging
  - a worry for everyone involved
- (b) **How does the author see the way ahead?** 5
- optimistic/concept of learn to get help/hope for the future
  - accepted as part of the exam process/mention of stress good and bad
  - dialogue is opening up/coming together
  - parents becoming more involved

8. Translate into English

20  
(50)

UNIT 1

TEXT	Accept (2)	(1)	Reject (0)
<b>“Kommt das Fernbleiben vom Unterricht allerdings häufiger vor,</b>	Certainly/indeed if truancy happens more frequently	If truancy happens more frequently	No conditionally Absence

UNIT 2

TEXT	Accept (2)	(1)	Reject (0)
<b>ruft Raithel zunächst im Elternhaus an.</b>	Raithel phones/calls home/the parents/the house in the first instance.		

UNIT 3

TEXT	Accept (2)	(1)	Reject (0)
<b>Wenn das nicht funktioniert, schreibt er die Erziehungsberechtigten an.</b>	If that does not work, he writes to the parent(s)/guardian(s)	When	function

**UNIT 4**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>„Wenn dann keine Reaktion kommt, fahre ich persönlich vorbei.“</b>	“If there is then no response/reaction I visit/go over in person/personally/I will go	travel	

**UNIT 5**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>„Meist sind es schwerwiegende Probleme,</b>	For the most part/mostly there are serious problems	it is problem	Most of them

**UNIT 6**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>die sich hinter dem Schwanz verbergen“ sagt Raithel.</b>	which are hiding behind the truancy,” says Raithel	hidden	

**UNIT 7**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>„Kinder, die die Schule schwänzen, machen das aus den unterschiedlichsten Gründen“,</b>	Children who truant/skip school do so for the most diverse/different reasons”,	very different	

**UNIT 8**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>erläutert Schulpsychologe Gerth Stecher Beratungsstelle in Bad Ems.</b>	explains Gerth Stecher, school psychologist from the advice centre in Bad Ems.		explained Beratungsstelle says

**UNIT 9**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>75 Prozent seiner Schützlinge sind Grundschüler.</b>	75 percent of his charges/protégés are primary school pupils/children	the clients	our/her/its truants/patients

**UNIT 10**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>Ein häufiger Anlass für das Fernbleiben vom Unterricht sei Angst.</b>	A frequent/common cause/reason for truancy/staying away from classes is fear	more frequent regular	stress

[END OF MARKING INSTRUCTIONS]