



**2007 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	Unacceptable answers	Irrelevant/Insufficient
<p>1. (a) What has become a major problem for German motorists? <b>1 point</b></p> <ul style="list-style-type: none"><li>• (High) <u>petrol/fuel</u> prices/increasing/rising price/cost of petrol</li></ul>		
<p>(b) How has this affected <b>Mitfahrzentralen</b> in Germany? <b>1 point</b></p> <ul style="list-style-type: none"><li>• Has led to a boom/has seen them flourish/prosper/do well</li><li>• more people use/are using/increase in use of ...</li><li>• rise/increase in number of people using Mfz</li><li>• have become more popular</li><li>• increased membership/greater demand</li></ul>	<p><u>increase</u> in Mfz positively/positive effect have increased/expanded has helped them</p>	

Questions/Acceptable answers	1 point	Unacceptable answers	Irrelevant/Insufficient
<p>2. Where in Germany can <b>Mitfahrzentralen</b> be found?</p> <ul style="list-style-type: none"> <li>In (all) <u>big(ger)/large(r)</u>/cities/towns</li> <li>Biggest/largest towns/cities (superlative)</li> <li>Large places</li> </ul>	1 point	<p>states (for cities/towns) all over Germany</p>	
<p>3. (a) What has increased by one third since last year?</p> <ul style="list-style-type: none"> <li>The number of motorists/drivers <u>offering/giving/</u> providing lifts.</li> </ul>	1 point	<p>travelling by car sharing lifts/cars number of drivers taking part in it/number using the service</p>	
<p>(b) Why do many people still favour travelling by car?</p> <ul style="list-style-type: none"> <li><u>Most</u> comfortable (means of transport);</li> <li><u>Most</u> practical (means of transport) <b>(1 from 2)</b> (if <u>both</u> adjectives given <u>without</u> superlative, <u>accept</u> for point).</li> <li>convenient/handy (for practical)</li> </ul>	1 point	<p>easy/easier (for practical)</p>	

**Questions/Acceptable answers**

(c) In what way are **Mitfahrzentralen** of benefit to motorists? **1 point**

- Reduce (travelling/motoring) costs/expenses (considerably/significantly)
- reduce petrol costs
- saves a lot of money
- not as expensive (if all seats full)
- cheaper/helps with travel costs
- split/share travel costs
- doesn't cost as much
- reduce costs of owning/running car
- cover travel costs

**Unacceptable answers**

cheapest way of travelling  
have good prices  
cheaper than other means of transport

**Irrelevant/Insufficient**

Question/Acceptable answers	1 point	Unacceptable answers	Irrelevant/Insufficient
<p>4. (a) What, according to the ADAC, costs 32 cents?</p> <ul style="list-style-type: none"> <li>• Every/one kilometre (travelled) <u>by car</u>/1/each driven kilometre/kilometre driving</li> </ul>	1 point	travelling 1 kilometre with the Mfz	
<p>(b) What does this cost include? Mention two things</p> <ul style="list-style-type: none"> <li>• Insurance</li> <li>• Petrol/fuel</li> <li>• Purchase/buying/acquisition (of car)</li> <li>• Repair/maintenance costs/garage bills/costs</li> <li>• workshop costs</li> <li>• running/servicing costs</li> <li>• regular checks</li> </ul>	2 points	road tax MOT car recovery/breakdown costs safety checks travel expenses	
<b>(2 from 4)</b>			

**Question/Acceptable answers**

(c) How does the cost of a return trip from Hamburg to Munich by train compare to the cost of the same journey by car?

**1 point**

- (Train/rail) cheaper by (at least) half.
- costs half as much
- 250 Euros by train
- can cost up to half the price

**Unacceptable answers**

almost half the price  
much cheaper  
less than half the cost  
at least half this amount/price  
(ie any indication/implication  
that it costs 500 Euros by  
train)

**Irrelevant/Insufficient**

**(10)**

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

Question/Acceptable answers	1 point	Unacceptable answers	Irrelevant/Insufficient
<p>1. (a) When does Stefan use <b>Mitfahrzentralen</b>?</p> <ul style="list-style-type: none"> <li>(When he travels)/for <u>long(er)</u>/far/further distances/trips/journeys.</li> </ul>	1 point		
<p>(b) What is his opinion of <b>Mitfahrzentralen</b> in Germany?</p> <ul style="list-style-type: none"> <li>(Very) successful</li> <li><u>Well</u> organised/a good organisation/very organised</li> </ul>	2 points	great etc	
<p>(c) Why does he think they would be a success in Scotland?</p> <ul style="list-style-type: none"> <li>Because <u>public transport</u> (in Scotland) is (so/very) bad/public transport is not very good.</li> </ul>	1 point		

**Question/Acceptable answers**

2. What does Anne regard as the biggest disadvantage of **Mitfahrzentralen**?

**3 points**

- (You are travelling) with people/someone you don't know/strangers/you don't know who else will be in the car/you don't know what the other people in the car will be like
- You don't know what kind of driver he/she is/you never know who is driving/you don't know how he drives
- Whether he/she (ie the driver) is aggressive or reckless/thoughtless/inconsiderate/ruthless (one needed for point)
- (Could make the experience/the whole thing/it) (quite) unpleasant/horrible/not always pleasant/uncomfortable/not enjoyable/makes/could make you uneasy

**(3 from 4)**

**Unacceptable answers**

might not get on with the people you're travelling with/strange people (for strangers)

you don't know the driver

fellow passengers may be inconsiderate/unpleasant they are inconsiderate/unpleasant etc

awkward  
could be a bit scary (!)

**Irrelevant/Insufficient**

Question/Acceptable answers	2 points	Unacceptable answers	Irrelevant/Insufficient
<p>3. (a) In what way does Stefan consider <b>Mitfahrzentralen</b> to be environmentally friendly?</p> <ul style="list-style-type: none"> <li>• (Important to) fighting (air) <u>pollution</u>/contributes to fresher/clean(er) air</li> <li>• Reduce energy consumption/use/saves energy</li> <li>• And (car) <u>exhaust/toxic emissions/fumes/less/fewer/cuts emissions which pollute/CO2/gas emissions</u></li> </ul>	(2 from 3)	<p>fuel/petrol consumption</p> <p>emissions less toxic/ poisonous</p>	

**Question/Acceptable answers**

**(b)** According to Stefan, how do **Mitfahrzentralen** help improve the situation on Germany's roads?

**1 point**

- By reducing (the volume/amount of/less) traffic/roads are less busy/fewer cars on the roads/reduces the number of cars on the roads/fewer people travelling alone by car
- By reducing the number of/fewer traffic jams/helps stop/reduce congestion/traffic jams/less chance of hold-ups

**(1 from 2)**

**Unacceptable answers**

regulates traffic on the roads

**Irrelevant/Insufficient**

Question/Acceptable answers	1 point	Unacceptable answers	Irrelevant/Insufficient
<p>4. (a) Which group of regular road users does Anne identify as being able to contribute to easing road congestion?</p> <ul style="list-style-type: none"> <li>• Commuters/people travelling/going to work/working/work/business people/workers</li> <li>• Employees/colleagues who work at the same place/company</li> </ul>	1 point	people travelling alone by car	
<p>(b) What statistic does she quote to illustrate this point?</p> <ul style="list-style-type: none"> <li>• At peak times/(during) rush hour/during the main traffic/busy times</li> <li>• Only <u>one in five cars</u> is occupied by <u>more than one person</u>.</li> </ul>	2 points	when people are going to work	
		every fifth car has only one person in it	

**Question/Acceptable answers**

5. According to Stefan, what fact about radio traffic news in Germany shows that motorway congestion is a major problem?

**1 point**

- Only traffic jams of (at least) five kilometres/five kilometres (or more) are announced/reported (during peak times/rush hour)

**Unacceptable answers**

there are 5 km traffic jams during rush hour they only report jams if they have reached a certain length  
5 km queues/jams reported/announced (ie no mention/implication that they have to be that long in order to be reported)

**Irrelevant/Insufficient**

**Question/Acceptable answers**

6. Anne suggests that the type of city congestion charges introduced in London could also be a way forward for German cities.

(a) Why does Stefan disagree with this?

**3 points**

- London is not comparable to/with any German city in terms of (its) size/London is (much) bigger than any German city  
London cannot be compared to German cities  
London not on the same level as German cities  
London bigger and unlike any German city  
London not like/different from German cities  
no German cities are the same as/like London
- (Congestion charges) don't/won't reduce (the volume/ amount of) traffic  
wouldn't encourage people to use their cars less  
wouldn't reduce the number of drivers  
wouldn't reduce congestion
- They (simply) displace/move it into outlying/surrounding/other areas/elsewhere/suburbs.  
shift (for displace)  
diverts traffic to the outskirts  
would move traffic to further out of the city

**Unacceptable answers**

**Irrelevant/Insufficient**

London is bigger than other towns/cities in the UK  
London is different  
situation in London/Germany  
very different  
more traffic in London  
no (two) big cities are the same

would actually hold traffic up more  
hasn't made much of a difference to the traffic  
wouldn't work

people would just park in the suburbs/on the outskirts

**Question/Acceptable answers**

(b) What makes Anne think that, on reflection, German motorists would not accept congestion charges?

**3 points**

- The car industry is (so/very) important to the (German) economy  
car industry too important to German economy/business/industry
- It has a (strong) political influence/influence on politics  
(insist on notion of influences)  
a very big/strong say on politics  
a strong influence on politicians
- (Owning) a car/car (ownership) is/cars are a (much sought-after/the most sought-after) sign/symbol of wealth/affluence/independence/status symbol.  
cars give people independence/make people independent  
cars mean people can travel independently  
prosperity (for affluence)

**Unacceptable answers**

would damage/bring down the car industry  
so many people work in the car industry

big effect on politicians/  
political situation  
political (on its own)  
car industry strongly influenced by politics

people are too independent  
Germans prefer to be independent  
people would become less independent

**Irrelevant/Insufficient**

**(20)**  
**Total 30 marks**

## 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

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.	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]