



**2007 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. **Why should shops not open on Sundays?** 3
- result is a change in the family/increase family stress/make situation worse/  
time is essential for healthy family life.
  - children already stressed by consumerism.
  - and lack of free time.
2. **According to Sabine Minders, what impact is working life already having on some people?** 3
- parents and children looking for help/need help.
  - want a normal family life.
  - cannot find it/don't have it.
  - life is not determined by biological rhythm/life rhythm determined by economic interest.
- 3 of 4
3. **How does Jürgen Stapelmann's definition of homelessness among children differ from the traditional interpretation of homelessness?** 5
- completely different from accepted definition/normally we understand.
  - (well) dressed.
  - with money.
  - not cared for after school/need someone to relate to/need a relative.
  - with no warm food.
4. **What evidence supports Jürgen Stapelmann's views?** 4
- pupils responses/survey/77 children.
  - 21 no lunch, 29 empty house, 31 no help with homework.
  - first two years of school no such problems.
  - parents then leave children to themselves.
5. **How does Jürgen Stapelmann suggest the care of children could be improved?** 3
- (not all parents are to blame)
  - says other agencies should take responsibility
  - gives example of school which gives out food.
  - has homework club/supervision

**6. What benefits should the introduction of the whole day school (Ganztagsschule-Programm) bring? 5**

- partnership with agencies outside school.
- warm in winter.
- people look after the children's needs/ensure eat and drink.
- extended time-frame/school lasts until.
- reduces time without a parent/parents home soon after.

**7. Now take the article as a whole. What relationship does the author see between parents, children and education? 10**

- parents and children want to be together.
- external pressures on family life are immense/parents at work.
- children feel neglected physically/not enough time emotionally.
- teacher arrives at the problem.
- problem likely to worsen if working hours change.
- school becoming more responsible/introduction of all day school.
- problem will not go away.
- parents then still neglect children in the holidays.
- no sign of improvement.

**not all parents/children have these problems**

### **Pegged Mark Criteria for Question 7 (inferential question)**

- A pegged mark must be awarded only after reference to the specific guidance given above.
- A range of performance is available within each of the criteria.
- A mark of zero will be awarded to a performance which offers no appropriate inferencing skills, as outlined in the criteria for the other pegged marks.

<b>Pegged Marks</b>	<b>Criteria</b>
7 <b>OR</b> 5	The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Marking instructions.
3 <b>OR</b> 1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.
0	The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.

## 8. Translate into English

Block	Acceptable 2	Acceptable 1	Not Acceptable
Der Mensch ist.....angelegt	Man is/People are programmed/ accustomed	fixed	The man/The person/The human being calculated
auf einen geordneten Wechsel von Arbeits-und Ruhephasen	to a well-ordered move from work times/periods/phases to relaxation/quiet times/periods/phases		
Deshalb muss auch das Konsumverhalten	For this reason consumerism/consumer behaviour must also		consumption
seine gesetzten Grenzen haben.	have its set/fixed/determined borders/ limits boundaries	Border/limit	Legal/sedate rules
Die Beraterinnen und Berater weisen außerdem darauf hin,	In addition the advisers point out	say	show
dass der Sonntag in seiner jetzigen Form auch ein Schutz für Mütter und Väter in ihrer Funktion als Arbeitnehmer ist.	that Sunday in its present form is also a protection/refuge for mothers and fathers in their role/function as employees/workers	Mother/father	
So sind sie wenigstens an einem Tag der Woche gemeinsam in der Familie präsent.	In that way they are present in the family at least one day per week together	a day  around/there	less than
Wenn allerdings der Sonntag durch den Konsum und das Erwerbsleben verplant ist,	Though/Certainly, if Sunday is filled with/booked up by consumerism and the working life	when	

<b>Block</b>	<b>Acceptable 2</b>	<b>Acceptable 1</b>	<b>Not Acceptable</b>
dann könne dieser eine Tag der Woche	then this one day in the week can	this day could	
nicht mehr für die familiäre Gemeinschaft genutzt werden.	no longer be used for family togetherness/ community		familiar

[END OF MARKING INSTRUCTIONS]