



**2008 German**

**Advanced Higher – Listening and 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 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 Markers' 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 Markers' 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 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**

- (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
1. (a) In which year was the decision to abandon nuclear energy taken?		
• 2001		
(b) What are we told about the timescale involved in implementing this?		
• <u>By</u> 2023/will (still) be nuclear power <u>until</u> 2023	will still be nuclear power <u>in</u> 2023	
• 2001 – 2023		

Questions/Acceptable answers	1 point	Unacceptable answers	Irrelevant/Insufficient
<p>2. Why did opponents of nuclear power have reason to celebrate on 14<sup>th</sup> November 2003?</p> <ul style="list-style-type: none"> <li>• <u>First nuclear power station/plant shut down/closed</u></li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• The (phasing out) programme <u>began/beginning of...</u></li> <li>• Banning of nuclear energy began</li> <li>• Destruction of nuclear power stations began</li> </ul>		<p>decided to/decision taken to abandon...</p> <p>official announcement to abandon...</p> <p>many nuclear power stations closed</p>	

**Questions/Acceptable answers**

3. (a) Why, according to Christian Willzorn, must there still be a future for nuclear power? Mention **two** things.

**2 points**

- Clean
- (Good) value (for money)/cheap
- Always/readily available/permanent

**(2 from 3)**

- comparative forms of adjectives *supra*
- inexpensive/well priced/cost effective/reasonable/worth the price/competitive (in price)
- continuous source/permanent

**Unacceptable answers**

- price worthy
- economical
- reliable

**Irrelevant/Insufficient**

**Questions/Acceptable answers**

**(b)** Why does he believe the decision to abandon nuclear power to be the wrong one for Germany?

**2 points**

- A (major/leading) industrial(ised) nation

Plus **one** from:

- (Level of) demand/need for energy is high
- (Level of) demand/need (for energy/power/electricity) will/set to increase
- one of the biggest/world's leading economic powers
- Germany a major/main energy customer
- energy consumption set to increase

**Unacceptable answers**

world power  
industrial area  
industrial town/city  
it's a major industry

not able to produce enough  
energy without it

will need energy sources for  
the future

**Irrelevant/Insufficient**

**Questions/Acceptable answers**

4. (a) What are the two aims of the renewal programme for coal-fired power stations?

**2 points**

- Make them more efficient
- and more environmentally friendly  
(if no comparative in answer, only penalise once; accept if comparative in apposition)
- efficiency programme
- greener/more eco-friendly

**Unacceptable answers**

**Irrelevant/Insufficient**

Questions/Acceptable answers	1 point	Unacceptable answers	Irrelevant/Insufficient
<p>(b) What are we told about the law introduced six years ago to support the development of renewable energy sources?</p>		<p>wind &amp; sun energy priceworthy  stable/steady/good price(s)</p>	
<ul style="list-style-type: none"> <li>• (Producers of wind and/or solar energy) guaranteed <u>fixed/set</u> prices</li> </ul>			
<p>Or</p>			
<ul style="list-style-type: none"> <li>• (Producers of wind and/or solar energy) guaranteed <u>higher</u> prices than (producers of) nuclear power/for nuclear power</li> </ul>	(1 from 2)		
<ul style="list-style-type: none"> <li>• firm prices/fixed rate/secure price/price guaranteed/standard prices/prices won't change/solid prices</li> </ul>			
	<b>Total (10) marks</b>		

## Advanced Higher German – Section I Listening Part B

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>1. (a) In Stefan's opinion, what was the motivation behind the government's decision to abandon nuclear power? <b>2 points</b></p> <ul style="list-style-type: none"><li>• (Purely) <u>political</u></li><li>• (Matter/question of) <u>credibility</u> for the Greens/the Environment Minister</li><li>• Government's credibility</li><li>• to make the government believable</li><li>• environment Minister wanted to show they keep their promises</li></ul>	<p>pressure from politics politics/politicians' views</p> <p>Green Party wanted it to make the Greens look good</p>	



Question/Acceptable answers	1 point	Unacceptable answers	Irrelevant/Insufficient
<p>2. (a) What example does Anne use to illustrate the point that nuclear power is not as clean as many people claim?</p> <ul style="list-style-type: none"> <li>(Over) <u>30 000 tonnes</u> of (highly toxic) <u>nuclear/atomic/radioactive waste</u> (in Europe)</li> </ul>	1 point		
<p>(b) What concern does she express about the transportation of radioactive material?</p> <ul style="list-style-type: none"> <li>If there were to be <u>an accident</u></li> <li>what happens if there is a crash</li> </ul>	1 point	transported <u>in tanks</u> / dangerous to transport	

**Question/Acceptable answers**

3. Why does Stefan think that a nuclear disaster like Chernobyl could not happen in Germany?

**3 points**

- Safety (conditions/measures/procedures for nuclear power stations) the strictest/tightest/most stringent/best (possible/in the world) – insist on superlative form
- (Safety a priority/of great importance/very important/a major consideration) at the planning/building stage(s)
- They are continually checked/monitored/continuous checks/controls are made (once they are operational/up and running)
- Even the slightest/smallest/most minor/small/minor (superlative not necessary) malfunction(s)/accident(s) has/have to be/is/are reported/the public is informed about even...

**(3 from 4)**

- checked regularly/constantly

**Unacceptable answers**

- safety regulations for workers
- safety of a good/higher standard
- comparative form of adjectives
- strongest power stations
- power stations planned so well
- really/properly checked/assessed
- radioactive material constantly checked
- people informed of serious accidents/incidents

**Irrelevant/Insufficient**

Question/Acceptable answers	2 points	Unacceptable answers	Irrelevant/Insufficient
<p>4. (a) What does Anne think of this attitude?</p> <ul style="list-style-type: none"> <li>• (Not only extremely) <u>arrogant/conceited</u></li>   <li>• (Also really) <u>foolish/careless/reckless/ridiculous/stupid/silly</u></li>   <li>• over confident</li>   <li>• irresponsible</li>   <li>• not responsible</li>   <li>• flippant</li> </ul>		<p>ignorant over-optimistic</p> <p>dangerous bad attitude thoughtless</p>	

**Question/Acceptable answers**

**(b)** What does she think that the Chernobyl disaster taught us? **2 points**

**First point:**

- (Technology can never be/is) never/not 100%/completely/totally safe/secure (irrespective of the safety measures taken)

**Second point:**

- Nuclear power (stations) can only be/are only as safe as the people who build/work in/operate them

**Or**

- You can never rule out (human) error/human error always there
- never entirely safe
- technical equipment not 100% safe
- only as safe as those who create them

**Unacceptable answers**

can't trust technology 100%  
reliable/sure

**Irrelevant/Insufficient**

**Question/Acceptable answers**

(c) What statistic leads her to the conclusion that nuclear power is simply not worth the risk?

**1 point**

- Only 5% of Europe's energy (supply) comes from/is supplied by nuclear power (stations)

**Unacceptable answers**

our energy

**Irrelevant/Insufficient**

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>5. (a) Why does Stefan argue that there is nothing to be gained from Germany opting out of nuclear power?</p> <p>2 points</p> <ul style="list-style-type: none"> <li>• <u>Other/neighbouring</u> countries (eg France) will never/not <u>abandon</u> it</li> <li>• There will be a danger/threat from these countries/there/abroad (if one is of the view that nuclear power is unsafe/not safe enough)</li> <li>• No point in (Germany) going it alone</li> </ul> <p>(2 from 3)</p> <ul style="list-style-type: none"> <li>• nobody else is doing it</li> <li>• other countries against abandoning...</li> <li>• other countries still developing...</li> <li>• other countries opting in/to keep it</li> <li>• other countries will continue to use it/building new plants/reactors</li> <li>• would make no difference (if alone)</li> <li>• what's/would be the point (if alone)</li> </ul>	<p>wrong country</p> <p>would be alone/out on own/different</p> <p>no practical benefit</p>	

**Question/Acceptable answers**

**(b)** Why does Anne disagree?

**1 point**

- It is (all the more) important that (a major industrialised country like) Germany takes/makes the first step
- To show other countries that we can manage/get by/do/survive/live without nuclear power

**(1 from 2)**

- Germany should/must...
- then perhaps others will follow
- first move
- lead the way/by example/take a stance/set a precedent/write the first page (!)
- show nuclear power not only possibility
- show nuclear power not needed

**Unacceptable answers**

influence others

teach other countries to use renewable energy sources

**Irrelevant/Insufficient**

**Question/Acceptable answers**

6. (a) According to Stefan, why do more and more people think that wind power is having a negative impact on the environment?

**2 points**

- Ruining/spoiling/affecting/a blot on the landscape/an eyesore
- Noise (pollution)
- scenery
- clogging up/taking over the landscape
- bad for/destroys countryside
- no aesthetic appeal
- impact on countryside
- landscape suffers
- noisy

**Unacceptable answers**

- wildlife being destroyed
- environment
- mountains/agriculture damaged

**Irrelevant/Insufficient**

**Question/Acceptable answers**

**Unacceptable answers**

**Irrelevant/Insufficient**

**(b)** Why does Anne consider these concerns to be relatively insignificant?

**1 point**

- Cannot be compared to/not comparable to the dangers of nuclear power to the human race/mankind/Man humanity/people/the population and our planet/Earth/the world
- nuclear power endangers/damages people more
- would rather be safe & have more wind farms
- more important to be safe (humans/the world implied)

saving lives

**(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 22.  
  
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]