



2008 German

Advanced Higher – Reading and 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 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 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.

Category	Mark	Description
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 is Öney's opinion of integration?** 2
 - Must take place/demands it/advocates it/supports it.
 - Begins in school.

2. **What does she see as the problem in schools?** 2
 - No commitment/involvement/engagement.
 - Pupils do not learn enough.

3. (a) **What problems do employers such as Bäckerei Wiedemann experience with young people?** 3
 - Don't turn up.
 - Give no reasons.
 - Appear to be pressurised by home/school.

- (b) **Why are they choosing not to employ young people?** 3
 - Costs time and money.
 - Must replace clothes and keys.
 - Cancel contracts.

4. **What specific problems affecting the application and interview process do individual businesses highlight?** 4
 - Ask about pay/wages/salary and holidays.
 - Put feet on table.
 - Application forms have errors/dog-eared/coffee stains.
 - On paper out of a pad/ring binder.

5. **What steps are being taken to help these young people?** 5
 - School employer network/network High School/school network.
 - Training in application.
 - Training in interview.
 - School reports ignored.
 - Is pupil dependable/punctual?
 - Mentor conversations.

(5 of 6)

- 6. How do we know these steps are successful for:** **2**
- (a) young people;**
- Increasing number of schools involved/109 involved in Hamburg.
 - Since 2001 places doubled to 20 percent.
- (b) employers?** **2**
- International markets opening.
 - Identified positive impact of ethnic minority.
- 7. Now take the article as a whole. What does the author see as the true picture of integration and employment for young people?** **7**
- People want to help.
 - Very low starting point.
 - Distrust of specific ethnic groups.
 - Concrete steps taking place.
 - Way forward identified (soft skills).
 - Positives of ethnic minority background.
 - Evidence of improvement.
 - Young people responding to commitment of others.
 - Optimistic view of the future.

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.

Pegged Marks	Criteria
7 OR 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 OR 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

**20
(50)**

Block	Acceptable (2)	Acceptable (1)	Not Acceptable (0)
Eigeninitiative der Bewerber,	An/Applicants'/Candidates' own initiative		separate
so heißt es auch in der Berliner Handwerkskammer,	as it is also called in the Berlin trades corporation/guild	so also missing	
könne manche schlechte Zeugnisnote kompensieren.	can compensate for certain/some bad (exam) grades		many, sometimes
„Nicht nur die schulischen Leistungen zählen,	“Not only school performance/achievement(s) count(s)		performances
sondern auch Motivation und Arbeitseinstellung“, sagt Sprecher Wolfgang Rink.	but also motivation and attitude to work/work ethic”, says spokesman WR.		said
Das klingt nach Sonntagsreden,	That sounds like preaching/a sermon	preachings	Talk on a Sunday

Block	Acceptable (2)	Acceptable (1)	Not Acceptable (0)
ist aber bei Jobsuche in kleinen Betrieben oft entscheidend:	but is often decisive in the search for a job in (a) small business(es)		deciding
„Da läuft sehr viel über den direkten persönlichen Kontakt im Vorstellungsgespräch“, so Rink.	“There a great deal is going on through direct personal contact during the introductory conversation/interview” according to Rink	because	runs/rests
Aber auch im spontanen „Bewerbungsgespräch“ bei der Tischlerei um die Ecke	But also during the spontaneous “interview” at the carpenter’s/joiners round the corner.	in local	application conversation omission of carpenter
überzeugten nur Jugendliche mit „soft skills“: Pünktlichkeit, Respekt, Teamfähigkeit zählen dazu.	only young people with “soft skills” were convincing: punctuality, respect and ability to work in a team counted.		convince

[END OF MARKING INSTRUCTIONS]