



2009 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. (a) **What statistical evidence is given of poverty in Germany?** 2
- 13% of population/Germans.
 - 10.6 million people.
 - 1.7 million children. (2 of 3)
- (b) **How do we know the situation could be worse?** 2
- 21% in Ireland and Portugal/every fifth.
 - Germany is below average.
2. (a) **Which groups of people are particularly affected by poverty?** 2
- Young people.
 - Single parents.
 - Unemployed.
 - People with no qualifications.
- (any combination of two = one mark)
- (b) **What support is available to these people?** 2
- Unemployment benefit.
 - Housing/accommodation benefit.
 - Social aid.
 - Child benefit.
- (any combination of two = one mark)
3. (a) **In the opinion of supporters of private education, what is its main advantage?** 1
- Suits the individuality/peculiarity/idiosyncrasy of each child.
 - Enhance characteristics of each child.
 - Find/see/meet particular needs of each child. (1 of 3)
- (b) **How does this advantage reveal itself?** 4
- Music or sport specialism.
 - Learning support.
 - More committed/engaged teachers.
 - Pupils better looked after.
 - Better facilities. (4 of 5)

4. **Why is Marianne Demmer not in favour of sending children to private education?** 4
- Performance is not better.
 - Taking into account social background.
 - Removes good pupils and committed parents from state system.
 - Should leave children in home area.
 - Allow them to integrate with peer group. (4 of 5)
5. **According to Professor Diebold, what are the true advantages of private education?** 4
- Variety is an opportunity.
 - Private schools are more inclusive/integrative.
 - German three tier system is more elite.
 - Waldorf schools very successful.
 - Suits emotional or nervous children. (4 of 5)
6. **Despite Demmer's opposition to private education, what leads her to conclude that the situation is unlikely to change?** 2
- Gives example of money some people spend.
 - Understands parents think they are buying children a secure future.
7. **Now take the article as a whole. What contrasts does the author suggest exist in German society? Justify your answer with close reference to the text.** 7
- Poverty.
 - Reality of a limited income.
 - Growth of private education.
 - Split in system.
 - Loss to the state system.
 - Not all pupils benefit.
 - Money prevails.
 - Even critics accept power of parental demand.
 - East/West split.

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)

TEXT	Accept (2)	(1)	Reject (0)
Eine Familie mit zwei Kindern ist demnach armutsgefährdet	A family with two children is therefore threatened with poverty accordingly	– therefore	
wenn ihr weniger als 1798 Euro zur Verfügung stehen.	if/when fewer than 1798 Euros are available to them. At their disposal	they have	
Als arm werden Menschen bezeichnet, die jeden Monat weniger als 40 Prozent des mittleren Einkommens haben	People are classed/described as poor who have less than 40% of the average income every month	– less than	when
Dies seien in Deutschland etwa 4 Prozent, sagte Thomas Körner (vom Statistischen Bundesamt.)	These are approximately 4% of the population in Germany said TK from the Federal Statistics Office		says
Arme oder von Armut Bedrohte müssen der Statistik zufolge	According to statistics poor people or people threatened with poverty must		the statistic

TEXT	Accept (2)	(1)	Reject (0)
auf viele grundlegende Dinge verzichten:	do without many basic things	– Many	
Mehr als ein Fünftel (22 Prozent) dieser Menschen	More than one fifth (22%) of these people		
lebt in Wohnungen mit Baumängeln und	live in flats with building defects and		House
geht trotz gesundheitlicher Probleme wegen der zusätzlichen Kosten nicht zum Arzt.	do not go to the doctor because of additional costs in spite of health problems		
14 Prozent müssen im Winter beim Heizen sparen.	14 % must save on heating in the winter		save for save heat

[END OF MARKING INSTRUCTIONS]