



2013 German

Advanced Higher – Listening and Discursive Writing

Finalised Marking Instructions

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Part One: General Marking Principles for German Advanced Higher – Listening and Discursive Writing

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor. You can do this by posting a question on the Marking Team forum or by e-mailing/phoning the e-marker Helpline.
- (b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: German Advanced Higher – Listening and Discursive Writing

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

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 – Listening
Part A**

Question		Answer	Max Mark	Unacceptable/ Irrelevant/ Insufficient
1	a	<p>What, according to the report, is a significant feature of secondary education in Germany?</p> <ul style="list-style-type: none"> three-tier (structure)/<u>three types</u> of school/<u>three</u> (different) schools/<u>three tiers</u> (of education)/listing of the three types of secondary school (Hauptschule, Realschule, Gymnasium) 	1	
2	a	<p>How old are children when it is decided which type of secondary school they should attend?</p> <ul style="list-style-type: none"> 10 	1	<ul style="list-style-type: none"> after 4 years of primary school year 10 children
2	b	<p>Why are many people critical of this aspect of the school system?</p> <ul style="list-style-type: none"> (out)dated/out of date/old fashioned/obsolete (too) inflexible/not flexible (enough) 	2	

Question		Answer	Max Mark	Unacceptable/ Irrelevant/ Insufficient
3		<p>What problems have become commonplace in <i>Hauptschulen</i> in urban areas?</p> <ul style="list-style-type: none"> • violence/brutality • crime/criminal problems/criminals • integration (problems) • (developed into) a school for dropouts/leftovers <p style="text-align: right;">3 from 4</p>	3	<ul style="list-style-type: none"> • bullying • gang culture
4	a	<p>What are an increasing number of politicians and education experts demanding should happen to the <i>Hauptschule</i>?</p> <ul style="list-style-type: none"> • abolition/abolish/get rid of it (anything that denotes the notion of abolition) 	1	
4	b	<p>In the eyes of some, this reform would not go far enough. What alternative proposal is put forward?</p> <ul style="list-style-type: none"> • they want a single/one (type of) (secondary) school (for all) (pupils)/a comprehensive school 	1	<ul style="list-style-type: none"> • standardised school system • one school system

Question			Answer	Max Mark	Unacceptable/ Irrelevant/ Insufficient
5			<p>What do the states of Bavaria and Baden-Württemberg consider to be the best way forward?</p> <ul style="list-style-type: none"> (keep/retain) the three-tier structure/three types of (secondary) school/keep things as they are/the <i>status quo</i>; anything that denotes three-tier structure 	1	<ul style="list-style-type: none"> <i>Hauptschule</i> to become <i>Mittelschule</i> Introduction of middle schools

Total 10

**Advanced Higher German – Listening
Part B**

Question		Answer	Max Mark	Unacceptable/ Irrelevant/ Insufficient
1	a	<p>Why does Stefan have mixed feelings about the <i>Hauptschule</i>?</p> <ul style="list-style-type: none"> • seems to work well/works well/without problems in some states/in <u>rural/country</u> areas • in some <u>urban areas/cities</u>/in Berlin or the Ruhr area/district has become/is a school without hope/with no hope/for hopeless pupils/cases • schools with no problems and schools with no hope (no mention of the notions of rural or urban) = 1 mark 	2	<ul style="list-style-type: none"> • across the country (for rural) • problems for without hope/no hope
1	b	<p>What is the effect of incidents such as the violence at the <i>Rütli-Hauptschule</i> in Berlin?</p> <ul style="list-style-type: none"> • discussion/debate about the <u>future</u> of the <i>Hauptschule</i>/whether they should be closed/abolished • negative headlines/press/criticism in press • damages standing/reputation (of the <i>Hauptschule</i>)/damaging/bad for the image/reputation/gives the <i>Hauptschule</i> <p style="text-align: right;">2 from 3</p>	2	<ul style="list-style-type: none"> • discussion about reform (of the <i>Hauptschule</i>) • media for press

Question		Answer	Max Mark	Unacceptable/ Irrelevant/ Insufficient
2	a	<p>What is the key issue regarding <i>Hauptschulen</i> as far as Anne is concerned?</p> <ul style="list-style-type: none"> (every year/year on year) <u>thousands</u> of pupils/people leave (the <i>Hauptschule</i>) <u>without any qualifications/do not graduate/without any exams</u> 	1	<ul style="list-style-type: none"> many for thousands
2	b	<p>How does this affect the employment prospects of pupils leaving the <i>Hauptschule</i>?</p> <ul style="list-style-type: none"> miserable/terrible/dreadful (any suitable negative adjective/statement)/very hard/no hope/they struggle/<u>really</u> bad/very bad/few prospects 	1	<ul style="list-style-type: none"> employers will not look at them nobody wants to employ them it makes their prospects worse they have fewer opportunities very few/very difficult to get a job
2	c	<p>Why does Stefan disagree with Anne about this point?</p> <ul style="list-style-type: none"> (still) <u>many/a whole series/range of/lots of</u> trades/professions/jobs where they have (good) chances/opportunities/prospects/can get jobs/are likely to be employed (eg/such as) manual) trades/ <u>manual</u> professions/practical work/jobs/working with your hands <p style="text-align: right;">2 from 3</p>	2	<ul style="list-style-type: none"> they get jobs job opportunities not miserable craft(s) handiwork jobs labour/labouring jobs in the trade industry/trading business trade (singular) sector hands on jobs trading business

Question		Answer	Max Mark	Unacceptable/ Irrelevant/ Insufficient
3	a	<p>What reform did the new states in the East introduce when they adopted the West German school system after unification?</p> <ul style="list-style-type: none"> merged/combined <i>Haupt-</i> and <i>Realschule</i>/the <i>Mittelschule</i>/middle school 	1	
3	b	<p>Why does Stefan think this is not a good way of dealing with the problems of the <i>Hauptschule</i>?</p> <ul style="list-style-type: none"> doesn't solve the problem (merely/only) shifts/moves it somewhere else simply moving the same people/pupis to different schools = 1 mark 	2	<ul style="list-style-type: none"> problem ignored/is not the answer causes/creates more problems prolongs the problem(s) creates a new problem spreads/extends the problem(s)
4	a	<p>Why does Anne think the new types of school in the former East are more successful than the <i>Hauptschule</i> in the West?</p> <ul style="list-style-type: none"> <u>fewer</u>/<u>lower</u> number of (so-called) problem/risk <u>pupils</u> 	1	<ul style="list-style-type: none"> the risk is lower problem schools for problem pupils

Question		Answer	Max Mark	Unacceptable/ Irrelevant/ Insufficient
4	b	<p>According to Anne, why is it significant that only 4% of pupils in Berlin attend the <i>Hauptschule</i>?</p> <ul style="list-style-type: none"> • (because) they will be/are <u>the most/really/very difficult/problematic</u> pupils/the <u>worst/really hard</u> pupils 	1	<ul style="list-style-type: none"> • difficult/problem pupils (with no intensifier)
4	c	<p>What aspects of the composition of <i>Hauptschulen</i> must change, in her opinion?</p> <ul style="list-style-type: none"> • concentration • and isolation of <u>problem(atic)/difficult</u> pupils 	2	<ul style="list-style-type: none"> • any use of isolation/concentration in a context other than that of problem pupils • (should) concentrate on problem children
5	a	<p>What solution to the problems of the <i>Hauptschule</i> does Stefan favour?</p> <ul style="list-style-type: none"> • rehabilitate it/reform it/rehabilitation programme • give it a <u>new</u> profile/image/try to change the/people's perception of the <i>Hauptschule</i> • make it an <u>attractive</u> alternative to the <i>Realschule</i> and <i>Gymnasium</i>/other schools (for parents and pupils) <p style="text-align: right;">2 from 3</p>	2	<ul style="list-style-type: none"> • change for rehabilitate • rehab centres for rehabilitate • redesign for rehabilitate • (parents) should send their children to the <i>Hauptschule</i> rather than the <i>Realschule</i> or <i>Gymnasium</i>

Question		Answer	Max Mark	Unacceptable/ Irrelevant/ Insufficient
5	b	<p>How does he suggest this could be achieved?</p> <ul style="list-style-type: none"> • make (education/teaching at) the <i>Hauptschule</i> <u>more practical/practically/job orientated/vocational/orientated towards getting a job</u> • (more) <u>individual</u> support/help/promotion/ advancement/encouragement 	2	<ul style="list-style-type: none"> • <i>Hauptschule</i> exam for particular jobs • improve chances of getting a job • do a work experience/placement/learn a trade at school • school should concentrate on pupils getting a job • challenge/opportunities for support/help • more personal development for individual support/help • more individuality/individualism for individual support/help
6		<p>According to Anne, which aspect of the current school system in Germany have numerous studies shown to be pointless?</p> <ul style="list-style-type: none"> • the <u>early</u> division/dividing up/distribution of pupils/division/dividingup/distribution of <u>young</u> pupils between different (types of) schools 	1	<ul style="list-style-type: none"> • three tier system • the early distribution of pupils to secondary school • the early separation of pupils into good and bad

Total 20

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 **based on the Pegged Mark Descriptors on the following page.**
- 3 **Credit**, indicated by a tick where appropriate, should be given for anything good, and may be gained, for example, by a good use of idiom, a well-handled syntactical construction, variety of constructions; a well-organised plan, well-constructed paragraphs, appropriate use of varied register, the sophistication of ideas expressed.

Ticks should not be formally totalled. Instead, they will support a general impression, again based on the Pegged Mark Descriptors.

You may wish to **underline** errors, again, in order to enhance the overall impression of the candidate's performance.

- 4 Poor handwriting, spelling and punctuation may be self-penalising
- 5 The mark awarded should be entered in the **outer right-hand margin** at the end of the question, and 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]