



2014 German

Advanced Higher – Reading and Translation

Finalised Marking Instructions

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Part One: General Marking Principles for German Advanced Higher – Reading and Translation

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.
- (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 – Reading and Translation

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.

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.

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.

Part Two: Marking Instructions for each Question

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1		<ul style="list-style-type: none"> • They built houses/she did not want to build a house • She moved to a problem area/where she did not want to go 	2		
2		<ul style="list-style-type: none"> • Where his clients lived • Big/spacious flat • Cheap/reasonable rent • Space for his practice • Could not afford this anywhere else in the city <p style="text-align: right;">(Any 3 of 5)</p>	3		
3		<ul style="list-style-type: none"> • Policeman shot 5 minutes from her flat • Opera café opposite/nearby robbed • Stabbing in the school • Media full of reports about violence 	4		
4	a	<ul style="list-style-type: none"> • 40% unemployed • More than anywhere else in Germany • Many below the poverty level • Young people with no qualifications • No chance of work • Many do not speak German <p style="text-align: right;">(Any 3 of 6)</p>	3		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4	b	<ul style="list-style-type: none"> • Over 100 crimes in February • Similar number in March • 40 physical attacks • Large families with limited accommodation • Children with no prospects • Boys on the streets late at night <p style="text-align: right;">(Any 3 of 6)</p>	3		
5	a	<ul style="list-style-type: none"> • Moved away/to another district • Did not feel secure when out at night 	2		
5	b	<ul style="list-style-type: none"> • Others feel the same/not only her daughter • Old lady only goes out when she has to • Other old ladies do not feel comfortable • People who can afford to, move away <p style="text-align: right;">(Any 3 of 4)</p>	3		
6		<ul style="list-style-type: none"> • People try to stop social deterioration • Try to teach parents how to educate children • Try to bring neighbours together • Try to break down prejudice • Social workers with pupils • Parents intervene when young people fight on the streets • Youth crime decreased by 25% <p style="text-align: right;">(Any 3 of 7)</p>	3		

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
7			<ul style="list-style-type: none"> • Many do not want to live there/life hard • People leave • Many are isolated/afraid • Some choose to stay (Maria) • Cheap • Crime and violence • Social problems • Foreigners/language problems • Signs of improvement • Some optimism but slow. 	7		
8			<p>Translate into English: Das ist... Wand zerschellt. (lines 22-33)</p>	20 (50)		

Pegged Mark Criteria for Question 8 (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.

Translation (20 marks)

10 sense units = 20 marks

Each unit marked 2, 1 or 0

2 = acceptable translation

1 = key information communicated despite awkward English and/or minor inaccuracy

0 = serious inaccuracy in translation

8. Translate into English: "Das ist... Wand zerschellt." (lines 22-33)

UNIT 1

TEXT	Accept (2)	(1)	Reject (0)
"Das ist 25 Jahre her."	That is/was 25 years ago.		

UNIT 2

TEXT	Accept (2)	(1)	Reject (0)
"Es dauerte eine Weile,"	It took a long time	lasted	

UNIT 3

TEXT	Accept (2)	(1)	Reject (0)
"aber irgendwann stellte sich das Gefühl ein,"	but at some point the feeling set in/grew	got the feeling	

UNIT 4

TEXT	Accept (2)	(1)	Reject (0)
"dass sie doch gerne in dieser Gegend wohnt."	that she does indeed like living in this area.		They/you

UNIT 5

TEXT	Accept (2)	(1)	Reject (0)
"Sie mochte die breite laute Straße,"	She liked the wide loud/noisy street		

UNIT 6

TEXT	Accept (2)	(1)	Reject (0)
“das raue Leben, das sich vor ihrer Tür abspielt.”	the raw/rough life which plays out/takes place in front of her door/on her doorstep		

UNIT 7

TEXT	Accept (2)	(1)	Reject (0)
“Dafür hat sie sich arrangiert, dass ab und an ein Briefkasten im Haus brennt,”	For this reason she has accepted that now and again a letter box burns in the house,		arranged

UNIT 8

TEXT	Accept (2)	(1)	Reject (0)
“weil jemand eine Zigarette hineingeworfen hat.”	because someone has thrown in a cigarette		

UNIT 9

TEXT	Accept (2)	(1)	Reject (0)
“Dass die Nachbarin im Nebenhaus ständig lautstark mit ihrem Lebensgefährten zankt”	That the neighbour next door constantly argues rows/fights/bickers with her partner/husband/person she lives with/at full volume/loudly		plural

UNIT 10

TEXT	Accept (2)	(1)	Reject (0)
"und dabei öfter mal Geschirr an der Wand zerschellt."	and in so doing frequently smashes crockery against the wall.	therefore	passive

[END OF MARKING INSTRUCTIONS]



2014 German

**Advanced Higher – Listening and Discursive
Writing**

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

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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**

Part Two: Marking Instructions for each Question

Section I – Listening

Part A

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1	a	<ul style="list-style-type: none"> (since the) postwar (period) 	1		
1	b	<ul style="list-style-type: none"> <u>2006</u> (football) World Cup/<u>football</u> world championships 	1		
2	a	<ul style="list-style-type: none"> (portraying Germany in a) positive (light) (making Germans/Germany) popular/well-liked <u>most</u> admired nation/country <u>in the EU/Europe</u> <p style="text-align: right;">(Any 2 from 3)</p>	2	<ul style="list-style-type: none"> Germany/Germans loved abroad by foreigners beloved for “beliebt” 	
2	b	<ul style="list-style-type: none"> <u>most successful</u> (leader/leading) figure (in Europe’s financial crisis) 	1	<ul style="list-style-type: none"> strongest leader 	

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3	a	<ul style="list-style-type: none"> (particularly/most) hard-working/conscientious/diligent <u>the least/less/not</u> corrupt/corruptible 	2		
3	b	<ul style="list-style-type: none"> see themselves as <u>hard-working, not the Germans/</u> see themselves as <u>harder working than the Germans</u> <p><i>Notion of contrast or comparison required; if not explicit must be implied in answer, eg through use of "rather" or "instead"</i></p>	1		
4	a	<ul style="list-style-type: none"> a third 	1		
4	b	<ul style="list-style-type: none"> that <u>they benefit/profit</u> (from being part of it) 	1	<ul style="list-style-type: none"> it is a good thing 	<ul style="list-style-type: none"> they benefit most from EU immigrants
			(10)		

Part B

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1		<ul style="list-style-type: none"> • (German) <u>economy/economics</u> (very) <u>robust/strong</u>; • (economy) <u>growing</u>/(economic) <u>growth</u>; • <u>falling</u> unemployment/unemployment <u>down/fewer</u> unemployed people/employment <u>increasing</u>; • (signs that) <u>positive/upward</u> trend set to continue <p style="text-align: right;">(Any 2 from 4)</p>	2	<ul style="list-style-type: none"> • good economy • low/not high unemployment • returned unemployment rates back to normal • unemployment rate recovered 	<ul style="list-style-type: none"> • has had a positive effect on (un)employment
2	a	<ul style="list-style-type: none"> • tighten our belts/(sustained) economy drive/economise/save (money)/austerity/make cuts/impose (a) spending cap(s) 	1	<ul style="list-style-type: none"> • tighten up their economies 	
2	b	<ul style="list-style-type: none"> • (particularly/especially) <u>high</u> debts 	1	<ul style="list-style-type: none"> • these are the countries which got the EU into this crisis • because they are bankrupt 	<ul style="list-style-type: none"> • because these countries need to be bailed out • these countries already need to be lent money

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3	a	<ul style="list-style-type: none"> it affects/is affecting so many <u>countries</u>/so many <u>countries</u> are suffering 	1	<ul style="list-style-type: none"> there are so many countries in the Euro Zone so many countries in the Euro Zone depend on one another it affects so many <u>people</u> 	<ul style="list-style-type: none"> many countries are to blame more countries co-operate/work together financially
3	b	<ul style="list-style-type: none"> (countries are) <u>more</u> (closely) <u>connected</u> with/ <u>dependent</u> on one another; (countries) <u>working more</u> (closely) <u>together/</u> <u>co-operating/trading more</u> (with one another) <p style="text-align: right;">(Any 1 from 2)</p>	1	<ul style="list-style-type: none"> it could cause a world crisis they are all affected by one country 	
4	a	<ul style="list-style-type: none"> that we (in Europe) stick/stand <u>together/united</u> standing up for/supporting each other (<i>but not if given as answer to Question 4c</i>) <p style="text-align: right;">(Any 1 from 2)</p>	1		
4	b	<ul style="list-style-type: none"> (because) together we are <u>stronger</u> (at least in the long-term) <p><i>notion of "together" may legitimately be implied by reference to answer to Question 4a, eg "then we are/will be stronger"</i></p>	1	<ul style="list-style-type: none"> makes us/the EU stronger we will become stronger in the long-term 	

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4	c	<ul style="list-style-type: none"> helping <u>each/one other/helping out all sides/</u> supporting struggling countries 	1		
5		<ul style="list-style-type: none"> why should Germany <u>bail out/help</u> countries (heavily) <u>in debt/with (big/high) debts/which have created the Euro Zone crisis;</u> (just) because they are not/barely able to repay them/those debts? German government has already spent <u>billions</u> because of/on this crisis; (asks herself/wonders) what are they getting/have they got out of it/what is in it for them/they have not got/are not getting anything back/in return; that is not/is anything but helping <u>each other/mutual</u> help <p style="text-align: right;">(Any 3 from 5)</p>	3	<ul style="list-style-type: none"> one billion for “billions” what will Germany have left? 	

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
6	a	<ul style="list-style-type: none"> • <u>excluding/expelling/getting rid of</u> those countries / keeping those countries out (of the Euro Zone); <u>throwing countries in debt out</u> (of the Euro Zone); those countries should be <u>made to leave</u> (the Euro Zone) 	1	<ul style="list-style-type: none"> • leave the EU/Euro Zone/ Union • EU for “Euro Zone” • leave the weak countries behind 	
6	b	<ul style="list-style-type: none"> • (being part of a community means a certain) <u>responsibility</u> (to the other members of the community)/should take <u>responsibility</u>/these countries are being <u>irresponsible</u>; • countries which do not pursue a <u>sensible/prudent financial/budgetary policy</u>/these countries are not pursuing a <u>sensible/prudent financial/budgetary policy</u>/they should sort out their own <u>budget/ finances</u>; • (and) <u>do not deserve</u> to be part of <u>the Euro Zone</u> <p style="text-align: right;">(Any 2 from 3)</p>	2	<ul style="list-style-type: none"> • they have no responsibility • they have not kept their house in order • they have no financial politics/economic policy • it is their own fault/they are responsible for the crisis • they do not have a stable economy • it would encourage countries not to spend too much money 	

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
7		<ul style="list-style-type: none"> these (excluded/expelled) countries would become very/extremely <u>poor/impooverished</u>; (1st point) (breaking up of the Euro Zone) would have <u>dramatic consequences</u> for the (future of the) single currency/Euro (<i>notion of negative consequences</i>); losing one country would raise the question of <u>who is going to be next/call into question/reduce confidence/trust/faith in the Euro</u> (2nd point is 1 from 2 above) 	2	<ul style="list-style-type: none"> cause other countries to collapse need to tackle to poverty dramatic consequences for the future of the EU disadvantages for “dramatic consequences” 	
8		<ul style="list-style-type: none"> <u>stable and strong</u> currency; <u>(achieved) recognition*/respected/valued</u> abroad (* note “recognised abroad” unacceptable for point) 	2	<ul style="list-style-type: none"> economy for “currency” better received/perceived respected by the nation the country was respected the Euro will never be as successful 	
9		<ul style="list-style-type: none"> (in order to be/remain) <u>competitive/a major player/have a chance</u> in the <u>global/world</u> (market)/ otherwise unable to conquer the global/world market/in the future able to conquer global/world market 	1 (20) Total = 30 marks	<ul style="list-style-type: none"> to keep playing a role in the global/world market so that Germany can remain competitive/ conquer the global/world market 	

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]