



National
Qualifications
RESOURCE

X834/77/01

**German
Reading and Translation**

Marking Instructions

Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

General marking principles for Advanced Higher German Reading and Translation

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Award a mark for each answer. Marks are not transferable between questions and the answers for each question must come from the item.
- (d) Marks are available as follows:
 - (i) The first set of questions (worth 23 marks) in Section 1 asks candidates to provide answers based on comprehension of information from the text. There are generally 1–4 marks available for each question.
 - (ii) The last question in Section 1 is the overall purpose question, and candidates must identify the overall purpose of the text and draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for reference to the text and detailed comment. Pegged mark descriptors (5/3/1) and associated commentary are available, along with further guidance, in the detailed marking instructions.
 - (iii) Section 2 is the translation question (worth 20 marks). For this question candidates must translate the underlined section of the text. The section for translation is divided into ten sense units. For each sense unit, award 2, 1 or 0 marks: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (e) Award marks according to the accuracy and relevance of the candidate's answers. Award marks where the answer is accurate but expressed in their own words.

Marking instructions for each question

Section 1 – Reading

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
1.	(a)		<ul style="list-style-type: none"> children who stay at school in the afternoon, learn more and have better opportunities 	1	
	(b)		<ul style="list-style-type: none"> children from socially disadvantaged families showed larger deficits in their performance (compared to their classmates) success at school was (strongly) linked to the social background of a pupil which was not the case in most other countries <p>Any 2 from 3</p>	2	
2.			<ul style="list-style-type: none"> children from low-income and migrant families should be better integrated. they should eat lunch together, play and learn from one another they should enjoy culture, music and sports together teachers and classroom assistants should support talents origin/background should not play a role in the success of a pupil reading and writing should be better supported <p>Any 3 from 6</p>	3	

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
3.			<ul style="list-style-type: none"> • multicultural district • two worlds exist • heavily built-up area • blocks of flats (with facades) in need of renovation • lots of empty flats • pretty terraced houses, well maintained parks and colourful allotments <p>Any 3 from 6, showing awareness of the contrasts.</p>	3	
4.	(a)		<ul style="list-style-type: none"> • her job is rewarding • it allows her to develop a close relationship with the pupils 	2	
	(b)		<ul style="list-style-type: none"> • she has little contact to the teaching staff/teachers • often the only exchange between teachers and support assistants is handing over the keys <p>Any 1 from 2</p>	1	
	(c)		<ul style="list-style-type: none"> • better communication is important to be able to support the pupils better 	1	
5.	(a)		<ul style="list-style-type: none"> • it has potential but is often used for childcare • continued learning from the morning into the afternoon is not happening • support assistants are often not qualified teachers • support assistants do not have a pedagogical background <p>Any 2 from 4</p>	2	

Question		Expected response(s)	Max mark	Additional guidance
				Do not accept:
	(b)	<ul style="list-style-type: none"> the ganztagschule is about more than just learning she does not think the main duties of the support assistants is to continue with the learning process (from the morning into the afternoon) it is more about exercise, community and social skills <p>Any 2 from 3</p>	2	
6.	(a)	<ul style="list-style-type: none"> parents decide not only whether pupils stay in school in the afternoon but also how often/for how many days the school meets the needs of the parents to juggle job and family it is about creating reliable and comprehensive childcare <p>Any 2 from 3</p>	2	
	(b)	<ul style="list-style-type: none"> the pressure to create places is greater than the pressure to stick to pedagogical aims 	1	
7.		<ul style="list-style-type: none"> (despite having spent 45 minutes on homework,) lots of it has to be fixed/done again it is too loud and too cramped at school she is easily distracted she needs more time for herself <p>Any 3 from 4</p>	3	

Question		Expected response(s)	Max mark	Additional Guidance									
8.		<p>Overall, the writer is mainly critical of the <i>Ganztagsschulen</i></p> <p>The writer wants to show that the system has not worked the way it was designed to</p> <p>When it was introduced there were high expectations</p> <p>Limited success despite the huge financial investment</p> <p>There are many critics of the system</p> <p>Lack of cooperation between support assistants and teachers</p> <p>Differing views of what it should be (assistant thinks there should be more support for children academically, the head teacher thinks it has a different function)</p> <p><i>Ganztagsschulen</i> offer an important role for children from socially deprived households</p> <p>The Ganztag system is not a complete failure</p>	7	<table border="1"> <thead> <tr> <th>Pegged marks</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>7 OR 5</td> <td>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 Expected answer(s) column, or any other equally appropriate response.</td> </tr> <tr> <td>3 OR 1</td> <td>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.</td> </tr> <tr> <td>0</td> <td>The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.</td> </tr> </tbody> </table>	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 Expected answer(s) column, or any other equally appropriate response.	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.	
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Section 2 - Translation

Question	Expected response(s)	Max mark	Additional Guidance
9.	<p>Translate the underlined section into English: (lines 22-31)</p> <p><i>Es scheint...in jedem anderen Klassenraum auch.</i></p>	20	<p>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.</p> <p>2 - Good: Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English</p> <p>1 - Satisfactory: 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</p> <p>0 - Unsatisfactory: The candidate fails to demonstrate sufficient understanding of the essential information.</p>

Sense unit	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 1 <i>Es scheint, dass die Politiker ihr Versprechen eingelöst haben:</i>	It seems that the politicians have fulfilled their promise:		
Unit 2 <i>Die Kinder aus diesen zwei Welten spielen an der Beethoven-Schule am Nachmittag gemeinsam</i>	The children from these two worlds at the <i>Beethoven-Schule</i> play together in the afternoon		
Unit 3 <i>und sie werden noch weit nach Unterrichtschluss betreut.</i>	and they are still supervised long after lessons have finished.		
Unit 4 <i>Ziel der Ganztagschule am Anfang des Jahrtausends war es, gleiche Bildungschancen für alle Kinder zu schaffen.</i>	The aim of the <i>Ganztagschule</i> at the turn of the century was to offer the same educational opportunities to all children.		
Unit 5 <i>Jedoch ist die Qualität der Ganztagschulen heute umstritten.</i>	However, the quality of <i>Ganztagschulen</i> is disputed today.		
Unit 6 <i>Vier Räume stehen ihnen am Nachmittag zur Verfügung: zwei für die Hausaufgaben, zwei weitere für die Freizeitbeschäftigung.</i>	Four rooms are available for/to them in the afternoon: two for homework, two others for free-time/leisure activities.		

Sense unit	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 7 <i>Hier gibt es Material für Bastelarbeiten, einen Billardtisch,</i>	Here there is/are material for craft work/handicrafts, a pool table,		
Unit 8 <i>auf dem Teppich liegen Bauklötze, an der Wand steht der Spielzeugschrank.</i>	building blocks lying on the floor/rug/carpet, and the toy cupboard/is against the wall.		
Unit 9 <i>Dort, wo die Kinder ihre Hausaufgaben erledigen,</i>	(There) where the children complete their homework,		
Unit 10 <i>sieht es so aus wie in jedem anderen Klassenraum auch.</i>	looks like every other classroom as well.		

[END OF MARKING INSTRUCTIONS]