



2012 German

Advanced Higher
Listening and Discursive Writing

Finalised Marking Instructions

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Advanced Higher German – Section I Listening Part A

Question/Acceptable answers

Listen to the following news broadcast about cyber bullying (Cyber-Mobbing) in Germany, and then answer **in English** the questions which follow.

1. What form can cyber bullying take:

(a) on the internet?

2 marks

- emails;
- video portals/videos;
- social networking (sites)/networks

(2 from 3)

(b) via mobile phones?

2 marks

- (nuisance) texts/SMS;
- (nuisance) calls

2. What does the anonymity of cyber bullies make it more difficult for the victims to do?

1 mark

- defend/protect themselves (against the attacks) / act against the attacks / to be able to fight back; do anything against it

Unacceptable answers

internet portals (no mention of videos)

do something about it; report it; more difficult to cope with such attacks; difficult to stop it

Irrelevant/Insufficient

Question/Acceptable answers	1 mark	Unacceptable answers	Irrelevant/Insufficient
<p>3. (a) Why is the precise extent of the problem unknown?</p> <ul style="list-style-type: none"> • (a relatively) new/young/recent (phenomenon/problem); • only <u>a few/less/lack of</u> (scientific) studies (about it carried out/conducted) <p style="text-align: right;">(1 from 2)</p>		<p>occurs among young people; <u>no</u> studies carried out</p>	
<p>(b) Why is cyber bullying particularly relevant to young people?</p> <ul style="list-style-type: none"> • (virtual world of) the <u>internet is part of everyday life/essential component/element of life</u> (of young people); • <u>friendships and relationships</u> formed/built (and fostered/cultivated) via <u>the internet and mobiles</u> (naturally/as a matter of course) 	2 marks	<p>they are the main users; they spend a lot of time on the internet; the internet is important to them; they use it / the internet all the time / all day / the most; they are more likely to use it; the media/IT world is available to young people all of their lives</p>	

- | Question/Acceptable answers | Unacceptable answers | Irrelevant/Insufficient |
|--|---|-------------------------|
| <p>4. According to one study, what proportion of 12 to 19 - year-olds in Germany use social networking sites regularly? 1 mark</p> <ul style="list-style-type: none"> • <u>More than/over</u> two thirds | | |
| <p>5. What are we told about 20% of all young people? 1 mark</p> <ul style="list-style-type: none"> • involved in cyber bullying / have <u>taken part/participated</u> in cyber bullying <u>either as perpetrator(s) or victim(s)</u> | <p>have taken part/participated in cyber-bullying; have been a victim; have been a perpetrator /bully; have experienced cyber-bullying; any answer which explicitly says or clearly implies involvement as either only the victim or only the bully/perpetrator</p> | |

(10)

Advanced Higher German – Section I Listening Part B

Question/Acceptable answers

Anne and Stefan are German Language Assistants working in Scotland. In the following conversation, they discuss the problem of cyber bullying (Cyber-Mobbing) in Germany. Listen carefully to their conversation and then answer **in English** the questions which follow.

1. **Why does Anne consider cyber bullying to be a serious problem?**

2 marks

- because it concerns/affects young people/children (above all);
- (extremely) difficult to act/fight against/deal with/ combat/stop/ tackle/handle/solve/do something about it (effectively)

Unacceptable answers

control/report it; find/catch the culprits/bullies; difficult to defend oneself against it (not what the text says & answer to a previous question in Part A)

Irrelevant/Insufficient

Question/Acceptable answers

2. The next part of the discussion focuses on the differences between cyber bullying and more traditional forms of bullying.

2 marks

(a) According to Anne, what makes cyber bullying more intense?

- (cyber bullies can attack their victims) round the clock/at any time/after school/all day; bullies can always get to their victims
- victims not even protected from bullying/attacks at home/in their own (bed)room; victims even susceptible to bullying/attacks at home/within their own four walls
victims never safe/no escape

Unacceptable answers

no protection; victims not even protected at their computer

Irrelevant/Insufficient

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>(b) According to Stefan, what is the problem once offending material is posted online? 2 marks</p> <ul style="list-style-type: none"> • it cannot/can hardly be <u>controlled/monitored</u> • words/pictures/material spreads quickly <p style="text-align: right;">(1 from 2)</p> <ul style="list-style-type: none"> • (because) the internet is so <u>public/open</u> • everyone/anyone can access it; easy to access it • (potential) audience is <u>very/extremely/ inestimably big/bigger than in school/the playground</u>; more people can see it <p style="text-align: right;">(1 from 3)</p>	<p>harder to stop</p> <p>public effect/impact is greater/higher</p>	
<p>(c) Why does Anne consider the anonymity of cyber bullies to be a problem? 1 mark</p> <ul style="list-style-type: none"> • (because) it <u>increases/intensifies the fear/ insecurity/uncertainty/worry</u> of the victim; causes <u>more</u> 	<p>causes fear/insecurity (no notion of comparative); makes <u>it</u> a lot more intense</p>	

Question/Acceptable answers

3. What potential consequences of cyber bullying does Stefan mention?

2 marks

- (serious) emotional/mental/psychological
(consequences/problems)

- suicide (in extreme cases)

Unacceptable answers

depressed/self harm

Irrelevant/Insufficient

Question/Acceptable answers

Unacceptable answers

Irrelevant/Insufficient

4. (a) **Why does Anne think adults are often unable to help victims of cyber bullying?** **2 marks**

- they don't know (enough) about/understand/are not familiar/used to the cyber/virtual world/ (world of) IT/computers/the internet/technology; not as good at using the internet/not part of the cyber world
- it (somehow) seems/appears unreal/alien/foreign/weird/strange (to them); does not seem real to them

don't know enough about cyber-bullying/social networks

(b) **What fact underlines the relative importance of the Internet to young people?** **2 marks**

- more (young people) have their own/a computer
- than have their own/a TV/television
- young people are more likely to have a PC than a TV = **2 marks**

more would rather have a computer than a TV; young people spend more time on the internet than watching TV; use them more than their TVs

Question/Acceptable answers	2 marks	Unacceptable answers	Irrelevant/Insufficient
<p>(c) What does Anne think teachers and parents should do in light of this?</p> <ul style="list-style-type: none"> familiarise themselves with/learn/educate themselves / be/become more informed about / get used to using the (medium of the) internet; <p>plus one from:</p> <ul style="list-style-type: none"> inform themselves/get information <u>about trends</u>; stay (as) up-to-date (as possible) / stay on the ball 		<p><u>should be</u> more informed about it; learn more <u>about cyber-bullying</u></p>	

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>5. (a) What type of preventative measures in schools is Stefan in favour of? 2 marks</p> <ul style="list-style-type: none"> • (use) project(s) (days) / a cyber-bullying day; • to convey to pupils/teach pupils about the (possible/potential) <u>consequences/effects/results</u> of cyber bullying 	<p>tell them how it feels to be bullied; tell/teach them about how bad cyber-bullying is</p>	
<p>(b) How does he suspect cyber bullying is linked to traditional school bullying? 1 mark</p> <ul style="list-style-type: none"> • that they <u>overlap</u>/that cyber bullying is the <u>continuation/extension/escalation</u> of / <u>is followed by</u> bullying at school 	<p>that it's the same perpetrators; cyber-bullying leads to traditional/school bullying / can spread to school; victims of cyber-bullying are victims of school bullying; it's the same thing; it happens <u>as a result of</u> being bullied at school</p>	

Question/Acceptable answers

6. What is Anne's concluding observation about bullying via the Internet?

2 marks

- that it hurts/offends (at least) as much / is just as bad/serious/intimidating (ie must be the notion of comparison and equality with traditional forms of bullying);
- as bullying at school/in class/in the playground
- it is no less serious than other/traditional forms of /school bullying = **1 mark**

(20)

Total 30 marks

Unacceptable answers

It's bad; worse than traditional/school bullying; bullying at school is as hurtful as cyber-bullying (ie comparison the wrong way round)

Irrelevant/Insufficient

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, may 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]