



**2013 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. 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 – 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.

#### 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.

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.

**Part Two: Marking Instructions for each Question**

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
1	a	<p>What evidence are we given that people look forward to holidays?</p> <ul style="list-style-type: none"> <li>opinion poll 90% said should be best days</li> </ul>	1		
1	b	<p>To what extent does this evidence reflect reality?</p> <ul style="list-style-type: none"> <li>37% of them saw holidays as such/true</li> </ul>	1		
2		<p>What evidence do we have of the reality of holidays?</p> <ul style="list-style-type: none"> <li>hear of couples splitting up/turning against each other</li> <li>married couples in separate rooms</li> <li>holidays are hard work</li> </ul>	3	<ul style="list-style-type: none"> <li>falling out</li> </ul>	
3		<p>How does Dieter back up these findings?</p> <ul style="list-style-type: none"> <li>efforts to save</li> <li>looking forward/dream family will relax</li> <li>arguments/fights quickly develop</li> <li>dream of return to work</li> </ul>	4		

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
4		<p>Why is a holiday with children even more problematic?</p> <ul style="list-style-type: none"> <li>• get on your nerves/annoying</li> <li>• illness/injury/eat something strange</li> <li>• “are we nearly there yet”</li> <li>• parents vow never to do it again</li> </ul>	4	<ul style="list-style-type: none"> <li>• restful</li> </ul>	
5		<p>What evidence is given that the choice of destination is important?</p> <ul style="list-style-type: none"> <li>• everyone wants something different</li> <li>• some want to wander mountain <u>peaks</u></li> <li>• some like lying/tanning on the beach</li> <li>• others want busy cities</li> </ul>	4		
6	a	<p>What tips are given for a more stress free holiday?</p> <ul style="list-style-type: none"> <li>• flexibility</li> <li>• no <u>strict</u> plan</li> <li>• break out of routine</li> <li>• parents should not think they have to offer anything special</li> </ul> <p style="text-align: right;">3 of 4</p>	3		

Question		Answer	Max Mark	Unacceptable	Irrelevant/ Insufficient
6	b	<p>What are the advantages of holidaying at home?</p> <ul style="list-style-type: none"> <li>• no need to travel a distance/local trips</li> <li>• can save money</li> <li>• no travel insurance</li> <li>• better food</li> <li>• about relaxing/away from work/out of routine</li> </ul> <p style="text-align: right;">3 of 5</p>	3		
7		<p>Now take the article as a whole. What is the author's view of holidays?</p> <ul style="list-style-type: none"> <li>• people want them</li> <li>• rarely enjoy them</li> <li>• cause stress</li> <li>• stress self-imposed because of view of holidays</li> <li>• should be open minded</li> <li>• real purpose is to relax</li> <li>• no need to follow the crowd</li> </ul>	7	<ul style="list-style-type: none"> <li>• good thing</li> </ul>	

### **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.

<b>Pegged Marks</b>	<b>Criteria</b>
<b>7</b> <b>OR</b> <b>5</b>	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.
<b>3</b> <b>OR</b> <b>1</b>	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.
<b>0</b>	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 points**

**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:**

**In vielen Familien prallen ... ..vor dem Urlaubsstart (lines 68-81)**

**UNIT 1**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<p><b>In vielen Familien prallen verschiedene Vorstellungen vom perfekten Urlaub aufeinander</b></p> <p><b>der Vater will auf Wandertouren gehen, die Mutter bummeln</b></p> <p><b>während die Kinder gerade die ersten Tage nur herumhängen wollen</b></p> <p><b>„Da helfe vor allem eines: Reden“, sagt Scheurer.</b></p>	<p>In many/a lot of families different ideas/thoughts of the perfect holiday collide/clash/crash into each other</p> <p>(the) father wants to go on walking tours, (the) mother wants to dawdle/stroll around/wander</p> <p>while the children just only want to hang around for the first days</p> <p>'So/then/there above all one thing helps: talking' says Scheurer</p>	<p><b>day</b></p> <p><b>chatting</b></p>	<p><b>during/straight</b></p> <p><b>said</b></p>

TEXT	Accept (2)	(1)	Reject (0)
<p><b>„Am besten funktioniert eine Familienrunde, bei der sich alle an einen Tisch setzen und sich darüber austauschen, was sich jeder wünscht“, sagt er.</b></p> <p><b>„Gut sei auch eine Ferienwunschliste, auf der die Kinder ihre Vorstellungen aufschreiben</b></p> <p><b>möglichst vor dem Urlaubsstart</b></p>	<p>'A family discussion works best during which everyone/they all sit(s) at a table</p> <p>and exchanges/shares what everyone/each person wishes/wants, he says</p> <p>'A holiday wish list is also good (to have)/something good/a good thing</p> <p>on which the children write (down) their ideas/thoughts</p> <p>if possible before the start of the holiday</p>	<p><b>over it discuss/talk about</b></p> <p><b>also would be</b></p> <p><b>views</b></p> <p><b>possibly</b></p>	<p><b>family round</b></p> <p><b>all</b></p> <p><b>family list</b></p> <p><b>images</b></p>

[END OF MARKING INSTRUCTIONS]