



**2015 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.

## B Detailed Marking Key

See attached sheets for detailed notes on each question

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

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.	(a)	<ul style="list-style-type: none"> <li>• Arduous</li> <li>• Parents ban things/say no</li> <li>• Put TV off</li> <li>• Too late – go to bed</li> <li>• No chocolate before bed</li> <li>• No reading after 7.30</li> </ul> <p style="text-align: right;"><b>(Any 3 from 6)</b></p>	<b>3</b>		
1.	(b)	<ul style="list-style-type: none"> <li>• Children annoyed</li> <li>• Parents tiring</li> </ul>	<b>2</b>		
2.		<ul style="list-style-type: none"> <li>• Both have a duty of care to children</li> </ul>	<b>1</b>		
3.	(a)	<ul style="list-style-type: none"> <li>• Whole day school</li> <li>• Lunchtime supervision/Afternoon homework supervision</li> </ul>	<b>2</b>		
3.	(b)	<ul style="list-style-type: none"> <li>• Children need support of parents</li> <li>• Practice reading/read with parent</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	<b>1</b>		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(a)	<ul style="list-style-type: none"> <li>School influence is overestimated</li> <li>Does not matter what happens in school</li> <li>Child is child of parents</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	2		
4.	(b)	<ul style="list-style-type: none"> <li>Children see an 80/20 balance (parents/school)</li> </ul>	1		
5.		<ul style="list-style-type: none"> <li>Parents must lay foundations</li> <li>Everything falls apart without foundations</li> <li>Stronger the foundation the better</li> <li>Teachers must build on foundations</li> </ul> <p style="text-align: right;"><b>(Any 3 from 4)</b></p>	3		
6.	(a)	<ul style="list-style-type: none"> <li>Survey of <u>over</u> 250 parents rate influence as high</li> <li>94% of parents say strong family leads to success</li> </ul>	2		
6.	(b)	<ul style="list-style-type: none"> <li><u>Fifth</u> of parents struggling</li> <li><u>More</u> than half seek relief from the strain through whole day schools</li> </ul>	2		
6.	(c)	<ul style="list-style-type: none"> <li>Parents reluctant to contact</li> <li>Contacts are over behaviour</li> </ul>	2		

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
7.	(a)		<ul style="list-style-type: none"> <li>• Children educating children</li> </ul>	1		
7.	(b)		<ul style="list-style-type: none"> <li>• Pupils react to each other</li> </ul>	1		
8.			<ul style="list-style-type: none"> <li>• both have a legal duty</li> <li>• balance changing</li> <li>• parents need to stay involved</li> <li>• pupils aware of balance</li> <li>• educators should build on home/play a role</li> <li>• some parents cannot cope</li> <li>• some seek more time in school</li> <li>• some only contact the school regarding behavioural issues/lack of parental communication</li> </ul>	7		

### **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.

<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 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**

**9. Translate into English: “Der Trend zur . . . so leicht (lines 88–101)”**

**UNIT 1**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>Der Trend zur Ganztagschule ist gut,</b>	The trend to/towards/of All/full/whole day schools/schooling is good	to go to school all day	

**UNIT 2**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>aber uns allen muss klar sein:</b>	but we must be clear/one thing must be clear to all of us		

**UNIT 3**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>Ein Elternhaus, das nicht funktioniert,</b>	a home/household which does not function well/properly		

**UNIT 4**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>kann durch eine Ganztagschule nicht ersetzt werden“, sagt Nenninger.</b>	cannot be replaced by all day school, Nenninger says		said

**UNIT 5**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>Trotzdem könne eine gute schulische Betreuung</b>	Nevertheless good school care/ supervision can		

**UNIT 6**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>einige Defizite der elterlichen Erziehung abmildern.</b>	lessen/soften/take the edge off/tone down/cushion/  Reduce/some deficiencies in parental upbringing.	deficiency	deficit

**UNIT 7**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>Letztendlich haben nach dem Gesetz Eltern und Schule</b>	After all/at the end of the day/ultimately  According to the law parents and the school have		at long last/finally  after

**UNIT 8**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>die Pflicht im Sinne des Kindeswohls zu handeln.</b>	A duty/responsibility to act with children's  well-being in mind  in the interest of/accordance with welfare		sense

**UNIT 9**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>Nenninger hält gerade deshalb den Austausch zwischen Lehrern und Eltern für so wichtig.</b>	For exactly this reason Nenninger considers the exchange communication between teachers and parent (to be) so important.	that's why	holds

**UNIT 10**

<b>TEXT</b>	<b>Accept (2)</b>	<b>(1)</b>	<b>Reject (0)</b>
<b>In der Praxis ist das nicht immer so leicht</b>	in reality/practice that is not always so easy.		

[END OF MARKING INSTRUCTIONS]



**2015 German**

**Advanced Higher – Listening and Discursive  
Writing**

**Finalised Marking Instructions**

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## **Part One: General Marking Principles for German Advanced Higher Listening & Discursive Writing**

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### **GENERAL MARKING ADVICE: German Advanced Higher Listening & Discursive Writing**

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- Section I – Listening**
- Section II – Discursive Writing**

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

**Part A**

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.	(a)	<ul style="list-style-type: none"> <li>• <u>less than</u> half/50%/minority</li> </ul>	1		
1.	(b)	<ul style="list-style-type: none"> <li>• 20 years ago</li> </ul>	1		
2.	(a)	<ul style="list-style-type: none"> <li>• (relatively) few/not many/less living with parents/at home</li> </ul>	1		moving out younger; don't like living/want to live at home
2.	(b)	<ul style="list-style-type: none"> <li>• few(er)/lack/absence of men (in that generation)</li> <li>• because of/after the (Second World) war</li> </ul>	2		two world wars; men/ husbands generally not there; the War left most older women as widows
3.	(a)	<ul style="list-style-type: none"> <li>• (particularly) pronounced/sharp/strong</li> </ul>	1		all trends are especially strong/pronounced in the East

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3.	(b)	<ul style="list-style-type: none"> <li>(significantly) older/ageing population/lots of older/elderly people in the population/people getting much older/particularly old</li> </ul>	1		the older generation
4.	(a)	<ul style="list-style-type: none"> <li>one in three/third</li> </ul>	1		
4.	(b)	<ul style="list-style-type: none"> <li>(remained relatively) constant</li> <li>since the turn of the century/2000/this century</li> </ul>	2		for/during the last century
			<b>(10)</b>		

Part B

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.	(a)	<ul style="list-style-type: none"> <li>• <u>very</u> important/of <u>major/central</u> importance (for most people)</li> <li>• (first/top priority) for people <u>he knows</u> (personally)</li> </ul>	2		for him
1.	(b)	<ul style="list-style-type: none"> <li>• (undergoing) a <u>drastic/major</u> change/transformation/ changing <u>a lot</u></li> </ul>	1		drastic change in Germany compared to other countries; falling/ageing ≠ changing drastically
2.	(a)	<ul style="list-style-type: none"> <li>• father as bread winner/father earning the money/going out to work</li> <li>• mother as housewife</li> </ul>	2		
2.	(b)	<ul style="list-style-type: none"> <li>• not as many families with <u>lots of/many</u> children/ decreasing</li> <li>• fewer/less/not as many of them</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	1		less/not as many (of them)

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3.	(a)	<ul style="list-style-type: none"> <li>the <u>form(s)/type(s)</u> of the family/a family can take/ different ways of living together/living situations/ arrangements</li> </ul>	1		shape & size of families; structures/patterns; family choices
3.	(b)	<ul style="list-style-type: none"> <li><u>increase</u></li> <li>in the number of single parents/patchwork families</li> </ul>	2		families splitting up
4.		<ul style="list-style-type: none"> <li>equal rights/changing/changed role of women (in society)</li> <li><u>most/majority</u> (go out to) work/have careers</li> </ul>	2		wives ≠ women; <u>more</u> women
5.	(a)	<ul style="list-style-type: none"> <li>(increasing) acceptance/accepted/increasingly acceptable</li> <li>(not only) in public/society/by the public/people</li> <li>(but also) in (the eyes of/by the) law</li> <li><u>politicians discussing/political discussions</u> (about) equality with/equal rights to heterosexual couples</li> </ul> <p style="text-align: right;"><b>(Any 3 from 4)</b></p>	3		people are more open about it
5.	(b)	<ul style="list-style-type: none"> <li>adopt children</li> </ul>	1		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
6.	(a)	<ul style="list-style-type: none"> <li>• (more and more) earn their own money</li> <li>• (this makes them) <u>more</u> independent/self sufficient</li> <li>• don't/no longer need/require a bread winner/man (by their side)/someone to support them/they can support themselves</li> </ul> <p style="text-align: right;"><b>(Any 2 from 3)</b></p>	<b>2</b>		they have their own job; they want to earn their own money; they don't need marriage
6.	(b)	<ul style="list-style-type: none"> <li>• that (so many) marriages last so long/survive/succeed/exist/that so few marriages end/split up</li> <li>• that the divorce rate isn't higher</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	<b>1</b>		that marriage continues/ continued to exist; that so many (women) still marry/get married
7.		<ul style="list-style-type: none"> <li>• <u>Increased/higher expectations</u></li> <li>• <u>above all/especially</u> among/from/for women</li> </ul>	<b>1</b>		increased expectation to get married; wait for expectations; changed expectations; more is expected of (the) women
			<b>(20)</b>		

## 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]