



National
Qualifications
2019

2019 German

Advanced Higher

Reading and Translation

Finalised Marking Instructions

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General marking principles for Advanced Higher German 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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) 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.
- (d) Award a mark to each answer. Marks are not transferable between questions.
- (e) The marks available in this paper are as follows:
 - (i) The first set of questions (worth 23 marks) in Section 1 requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-4 marks.
 - (ii) The last question in Section 1 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for full reference to the text and detailed comment. Pegged marks of 5/3/1 are given for degrees of reference to the text and comment. 0 marks will be given where candidates show little or no inferential skills or understanding of the overall purpose of the text.
 - (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 will be divided into 10 sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.

Section 1 - Reading

Marking instructions for each question

Question			Expected response	Max mark	Additional guidance
					Do not accept:
1.	(a)		<ul style="list-style-type: none"> • (international) areas of crisis/conflict/war/war zones 	1	
	(b)		<ul style="list-style-type: none"> • constitutional/legal/Article 16 requirement • need a workforce/benefit the job market 	2	
2.	(a)		<ul style="list-style-type: none"> • (not just) teach the German language • (but also) understanding of the German way of life and culture 	2	
	(b)		<ul style="list-style-type: none"> • some don't want to stay for long • they look forward to returning home • many will go back/return home <p>Any 1 from 3</p>	1	

Question		Expected response	Max mark	Additional guidance
				Do not accept:
3.	(a)	<ul style="list-style-type: none"> • in Syria, her family had a cook and a gardener • she did not do anything for herself • here almost nobody has help with their household • she had to learn to do everything alone/by herself in Germany • that was good as she now knows she can do it/gave her self confidence <p>Any 3 from 5</p>	3	
	(b)	<ul style="list-style-type: none"> • life is <u>more</u> peaceful/quieter in Germany • he did not feel safe in Afghanistan • he could not live in peace/quietly (because of the constant threats) • he was always on edge/guard • he is <u>continuing</u> his studies/get degree <p>Any 3 from 5</p>	3	
	(c)	<ul style="list-style-type: none"> • when the political situation has stabilised/improved/is better 	1	

Question			Expected response	Max mark	Additional guidance
					Do not accept:
4.	(a)		<ul style="list-style-type: none"> politics/democracy/history/people/society Any 3 from 5	1	
	(b)		<ul style="list-style-type: none"> political parties (in the Bundestag) resistance in the Second World War citizens' rights and responsibilities/duties GDR European integration equality of women Any 3 from 6	3	
5.	(a)		<ul style="list-style-type: none"> refugee accosted/abused because of appearance newspaper report of refugee who has committed a crime 	2	
	(b)		<ul style="list-style-type: none"> not all Germans react negatively to refugees 	1	
6.			<ul style="list-style-type: none"> learn about diversity/variety of German life learn customs and traditions of other countries people from warring countries come together participants find friends in Germany people learn tolerance hardly any conflict between participants Any 3 from 6	3	

Question		Expected response	Max mark	Additional guidance									
7.		<ul style="list-style-type: none"> • a realistic view of the topic - integration requires effort on both sides- from the host country and the immigrants for it to work properly • awareness some want to return to homeland • recognises the progress made in terms of integration • the integration courses are being run in Germany, showing an attempt is being made to help migrants integrate • immigrants speak positively about their experiences in Germany • immigrants in the article are willing to learn and speak openly about the differences between Germany and their country of origin • the situation is not easy for immigrants - racism still exists • the integration course is continually being adapted to take account of changes in society and the course participants • true integration is something that can take several generations to achieve • refers to expert opinion from the person in charge of the integration course • integration encourages tolerance as the course allows participants to learn not just about German culture, but also about the cultures of other course participants 	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	Max mark	Additional guidance
8.	<p>Translate the underlined section into English: (lines 24-32)</p> <p><i>Der Abschlusstest... Teilnehmer selbst.</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>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 1</u> <i>Der Abschlusstest ist bundesweit einheitlich, bis auf einige Fragen,</i>	The final test is the same/standard nationwide, except for a few/several questions,	one question	School leaving
<u>Unit 2</u> <i>die sich speziell auf das Bundesland beziehen, in dem der Student oder die Studentin lebt.</i>	which are specific to the Bundesland/region, where the student lives.		
<u>Unit 3</u> <i>Am ersten Lehrplan arbeitete eine Kommission aus Wissenschaftlern, Lehrern, Verbänden und Politikern ziemlich lange.</i>	A committee of experts/scientists, teachers, associations and politicians worked on the first syllabus for quite a long time.		
<u>Unit 4</u> <i>Seitdem wird der Lehrplan ständig überarbeitet.</i>	Since then the syllabus has been/is constantly updated/reworked/revised.	often	
<u>Unit 5</u> <i>„Der Kurs ist ein dynamisches System, das ständig angepasst wird</i>	The course is a dynamic system which is constantly changing/adapting		

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 6</u> <i>- an die Veränderungen in der Gesellschaft und an die Teilnehmer des Kurses",</i>	- to the changes in society and to the participants of the course,	In the society	
<u>Unit 7</u> <i>erklärt Carola Jung, eine Expertin für Fragen der sprachlichen und politischen Bildung,</i>	explains Carola Jung, an expert for questions of linguistic and political education,	language	
<u>Unit 8</u> <i>die ebenfalls für den Lehrplan verantwortlich ist.</i>	who is also/likewise responsible for the syllabus/curriculum.		
<u>Unit 9</u> <i>Gerade wurde der Orientierungskurs von 60 auf 100 Stunden erweitert.</i>	The orientation course has just been expanded from 60 to 100 hours.		orienteeing would
<u>Unit 10</u> <i>Es soll künftig mehr um Werte gehen und um die Teilnehmer selbst.</i>	In the future it should be more about values and the participants themselves.		worth

[END OF MARKING INSTRUCTIONS]



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Listening and Discursive Writing

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General marking principles for Advanced Higher German Listening

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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) 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.
- (d) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (e) The marking instructions indicate the essential idea that a candidate should provide for each answer. Credit should be given according to the accuracy and relevance of candidate's answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.

Marking instructions: Listening

Question		Expected response	Max mark	Additional guidance
				Do not accept:
1.	(a)	<ul style="list-style-type: none"> • living/staying with a (host) family • attending a high school • <u>experiencing/getting to know</u> everyday school life (in America) <p>Any 2 from 3</p>	2	
	(b)	<ul style="list-style-type: none"> • (other) English speaking countries • Great Britain, Australia and New Zealand (must have all three) <p>Any 1 from 2</p>	1	
	(c)	(i)	1	
		(ii)	2	
	(d)	<ul style="list-style-type: none"> • better prospects/perspective of work • better prepared for the (demands) of the modern/international job market/world of work 	2	
	(e)	<ul style="list-style-type: none"> • reduce it to six months • the pupil's parents host a pupil in exchange/on a private basis/privately • do an exchange for one year <p>Any 2 from 3</p>	2	

Question		Expected response	Max mark	Additional guidance
				Do not accept:
2.	(a)	<ul style="list-style-type: none"> his parents couldn't afford/have afforded it they were setting up their own company (at the time) 	2	
	(b)	(i) <ul style="list-style-type: none"> she wasn't ready/mature enough she would have found it hard to cope in unfamiliar surroundings she would (definitely/certainly) have been homesick (being away from her friends and family for so long) 	3	
		(ii) <ul style="list-style-type: none"> she's much better placed/much more able to take/make the most of the opportunities/benefit from it 	1	
	(c)	<ul style="list-style-type: none"> you learn things that will be <u>useful in later life</u> making decisions yourself manage/divide up/organize your money standing on your own two feet/being independent 	4	
	(d)	<ul style="list-style-type: none"> Challenges/problems/issues of a different school system you will miss a year of school in Germany/miss a lot of work in all your subjects you need to catch up (on it all) when you come back that won't be easy for some pupils <p>Any 3 from 4</p>	3	
	(e)	<ul style="list-style-type: none"> if the family you are living with/your family doesn't look after you (properly) if you don't get support from the organising company/agency/the organiser could be a nightmare <p>Any 2 from 3</p>	2	

Question			Expected response	Max mark	Additional guidance
					Do not accept:
	(f)		<ul style="list-style-type: none"> • meet new people from different cultures • develop more tolerance • develop more openness • you have two homes/homelands 	4	houses
	(g)		<ul style="list-style-type: none"> • prepares you for life after school • a bonus for your CV <p>Any 1 from 2</p>	1	

General marking principles for Advanced Higher German Discursive Writing

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 detailed marking instructions, which identify the key features required in candidate responses.

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- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) 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.
- (d) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression.

Three main aspects of the piece of writing should be considered

- (i) content
 - (ii) accuracy
 - (iii) language resource - variety, range, structures
- (e) Using the pegged marks table, the marker should first select the row of the table in which the descriptors most closely match the candidate's piece of writing. Once that row has been identified, the assessor should follow this guidance
 - if the evidence largely matches the descriptors across all of the aspects of the work, award the higher of the two available marks
 - if the evidence largely matches the descriptors across most of the aspects of the work, award the lower of the two marks available.
 - (f) If markers are in doubt about which of two adjacent rows to select: select the upper row and award the lower pegged mark in that row.
 - (g) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
 - (h) Candidates are instructed to write 250-300 words. The general and detailed marking instructions should be applied even where the length of the piece of writing falls outside this range.

Marking instructions - Directed Writing

Mark	Content	Accuracy	Language resource: variety, range, structures
40 or 36	<ul style="list-style-type: none"> • the essay is well structured and all aspects are relevant to the title • the topic is addressed fully, in a balanced way • overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally 	<ul style="list-style-type: none"> • the language is characterised by a high degree of accuracy and may show some flair • a comprehensive range of verbs is used accurately and tenses are consistent and accurate • there is evidence of confident handling of all aspects of grammar and spelling • some minor errors need not detract from the overall very good impression 	<ul style="list-style-type: none"> • the language used is mostly complex and sophisticated • there is a wide range of structures and vocabulary appropriate to Advanced Higher • there is a comprehensive range of verbs/verb forms and tenses • there is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order • there is extensive use of co-ordinating conjunctions and subordinate clauses throughout the writing • the language flows well and ideas and opinions are expressed effectively

Mark	Content	Accuracy	Language resource: variety, range, structures
32 or 28	<ul style="list-style-type: none"> • the essay has a good sense of structure and most aspects are relevant to the title • the topic is addressed well • the content is clear and well thought-out 	<ul style="list-style-type: none"> • the language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher • a range of verbs is used accurately and tenses are generally consistent and accurate • other parts of speech are used accurately • there are few serious errors in spelling and/or punctuation 	<ul style="list-style-type: none"> • the language used is generally complex and sophisticated • contains a good range of vocabulary and structures appropriate to Advanced Higher • the candidate uses a good range of verbs/verb forms and tenses • there is good use of co-ordinating conjunctions and subordinate clauses throughout the writing • ideas and opinions are expressed effectively
24 or 20	<ul style="list-style-type: none"> • the essay has some sense of structure and most aspects have some relevance to the title • the topic is addressed adequately • the content is mostly clear 	<ul style="list-style-type: none"> • the less complex language may be mostly accurate. However, in places, where the candidate attempts to use complex and sophisticated language, this may be less successful • the verbs are generally correct, but the range of verbs and tenses is limited • spelling and punctuation are generally correct but there may be a few errors in some parts of speech - personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion • overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses 	<ul style="list-style-type: none"> • there are some examples of complex and sophisticated language • contains a reasonable range of vocabulary and structures appropriate to Advanced Higher • there is a limited range of verbs/verb forms and tenses • there are some successful attempts to use co-ordinating conjunctions and subordinate clauses. • ideas and opinions are expressed adequately • there is some dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
16 or 12	<ul style="list-style-type: none"> • the essay is lacking in structure and less than half of the aspects have any relevance to the title • the topic is addressed but in a limited way • the content is limited and may be presented as a single paragraph 	<ul style="list-style-type: none"> • the language is insufficiently accurate to convey meaning clearly and consistently • ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs • although basic structures are used accurately, control of the language structure at times deteriorates significantly • there are errors in other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order. Several errors are serious • overall there is more incorrect than correct 	<ul style="list-style-type: none"> • there is limited use of complex and sophisticated language • contains a limited range of vocabulary and/or structures appropriate to Advanced Higher • there is inconsistency in the use of verbs/verb forms and tenses • there are few successful attempts to use co-ordinating conjunctions and subordinate clauses • there may be examples of unidiomatic translation from English and/or examples of dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
8 or 4	<ul style="list-style-type: none"> • the essay is unstructured and few aspects are relevant to the title • the topic is not fully addressed • the content is very limited 	<ul style="list-style-type: none"> • the language is almost completely inaccurate throughout the writing and there is little control of language structure • most of the verbs are incorrect. There is little evidence of tense control • most basic structures are not used accurately and control of the language structure generally deteriorates significantly • there are frequent errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions. Overall there is more incorrect than correct 	<ul style="list-style-type: none"> • there is little use, if any, of complex and sophisticated language • the essay contains a very limited range of vocabulary and structures appropriate to Advanced Higher • the candidate may not cope with more than one or two basic verbs/verb forms and tenses • some sentences may not be understood by a sympathetic native speaker • there are examples of mother tongue interference and serious dictionary misuse
0	<ul style="list-style-type: none"> • the essay is unstructured and/or irrelevant • the candidate is unable to address the topic 	<ul style="list-style-type: none"> • the language is seriously inaccurate throughout the writing and there is almost no control of language structure • very few words are written correctly in the modern language 	<ul style="list-style-type: none"> • there is no evidence of complex and sophisticated language • there may be several examples of mother tongue interference • very little is intelligible to a sympathetic native speaker • there may be several examples of serious dictionary misuse

[END OF MARKING INSTRUCTIONS]