



2010 German

Advanced Higher – Listening and Discursive Writing

Finalised Marking Instructions

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Section I – Listening

Section II – Discursive Writing

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 explanatory 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 Marker's 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 Marker's 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 Marker's 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 Marker's 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 infrequent.

You may also bring selected scripts with you to the Marker's 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**

- (a) This covers the period from the Markers' Meeting until the final date for the return of scripts to SQA. By that date all marked scripts, Mark Sheets and Reports should be returned to SQA. Marking should be carried out according to the following scheme, taking into account any modifications of detail which may be decided on at the Markers' Meeting.
- (b) The mark for the Listening section of this paper is out of 30; the mark for the Discursive Writing section is out of 40.
- (c) For Section II, you are requested to keep a record of the number of candidates attempting each question. This information should be included in your Marker's Report.
- (d) 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.**

Advanced Higher German – Section I Listening Part A

Questions/Acceptable answers

Listen carefully to the following news broadcast about the falling birth rate in Germany, and then answer **in English** the questions which follow.

1. What are we told about Germany's population? **1 mark**

- Biggest in the European Union (insist on superlative form)
- (about) 82 million

1 from 2

Also acceptable: Highest population in EU

2. (a) On average, how many children does a woman in Germany have? **1 mark**

- 1.3

Unacceptable answers

One of the biggest populations in Europe

Irrelevant/Insufficient

Questions/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>(b) How does this compare with the birth rate in other European Union countries? 1 mark</p> <ul style="list-style-type: none">Only <u>Greece, Italy and Spain</u> (insist on all three) have lower birth rates(Germany is) <u>near</u> the bottom of the birth rate figures/statistics/league table(s) <p>1 from 2</p>	<p>Lower birth rate than Greece, Italy and Spain At the very end/bottom of the scale Lower birth rate than other southern European countries Falling behind other European countries Birth rate higher than in other European countries</p>	
<p>Also acceptable: Other countries have much higher birth rates Lower birth rate than other EU countries At the lower end of the European scale Birth rate under the European average One of the lowest/smallest birth rates</p>		

Questions/Acceptable answers	2 marks	Unacceptable answers	Irrelevant/Insufficient
<p>3. When did Germany experience a baby boom?</p> <ul style="list-style-type: none"> • In the postwar period/after the war • <u>Until</u> the <u>mid</u>-1960s 	2 marks	Same time as other European countries	
<p>4. State two possible reasons for the dramatic fall in the birth rate since that period.</p> <ul style="list-style-type: none"> • (Equal) rights/equality/emancipation of women • <u>Structural change/change to the structure of</u> the family • (availability of/accessibility to modern) contraception methods/contraceptives/contraceptive pill • <u>Increasing/increased/more/greater</u> wealth/affluence/prosperity 	2 marks		
<p>Also acceptable: Liberation of woman Equal opportunity for women Re-structuring of the family The (anti-baby) pill</p>		<p>End of the role of the mother stereotypes Justice of women Change/changing role of women Working women Bill for pill Well-being for wealth/affluence</p>	

2 from 4

Questions/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>5. (a) How is the falling birth rate affecting the balance between young and old people in Germany?</p>	<p>Becoming more balanced More older people <u>than</u> younger people Ageing population</p>	
<p>1 mark</p> <ul style="list-style-type: none"> Fewer young people, <u>more</u> old(er) people (insist on both) <p>Also acceptable: Proportion of young people decreasing, population of old people increasing</p>		
<p>(b) To which areas of Government policy does this present a challenge?</p>	<p>Society policy/politics Antisocial policies Family planning Help for families</p>	
<p>2 marks</p> <ul style="list-style-type: none"> Social (policy) Family (policy) 		
(10)		

Advanced Higher German – Section I Listening Part B

Questions/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>1. (a) Of all the factors contributing to Germany's falling birth rate, which does Anne consider to be the most significant? 1 mark</p> <ul style="list-style-type: none"> The <u>change to/changed/changing</u> role of women <p>Also acceptable: Changing role of the wife</p>	<p>Women no longer in the house Increasing role of women</p>	
<p>(b) What statistic does she use to illustrate this point? 2 marks</p> <ul style="list-style-type: none"> (about) <u>two thirds of women</u> (in Germany) <u>Work/go (out) to work/are in gainful employment</u> <p>Also acceptable: Are employed</p>	<p>Career driven</p>	

Questions/Acceptable answers	3 marks	Unacceptable answers	Irrelevant/Insufficient
<p>(c) Give details of the effect this is having on the size of families.</p> <ul style="list-style-type: none"> • (Getting) <u>smaller</u> • <u>More/increasing number of/many</u> families with one child • <u>Than</u> there are/<u>few(er)</u> families with <u>three</u> (or more) children 		<p><u>Often</u> for <u>more</u> (families with one child) <u>Larger</u> for <u>three (or more)</u></p>	
<p>Also acceptable: Decreasing/families not as big as they used to be Families with one child more common More families having one child, rather than 3 or 4 One child families just as common as those with 3 (or more) children = 1 mark</p>			

Questions/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
<p>2. Which two examples of existing financial incentives to have children does Stefan mention?</p> <ul style="list-style-type: none"> • <u>Maternity</u> pay/benefit/allowances • <u>Tax</u> incentives/benefits/advantages/breaks <p>Also acceptable: Motherhood money/benefit Mothering money Benefits for mothers Tax relief/less tax</p>	<p>2 marks</p>	<p>Mother's money Support for mothers Mothers get given money to help her pay for children Paid leave from work Mother care money Bursaries for mothers Child(care) benefit State benefits/money Parents get time off work, but get paid Pregnancy money</p>	

Questions/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>3. (a) Why does Anne feel that young mothers need to be able to continue working if they have children?</p> <p>2 marks</p> <ul style="list-style-type: none"> • (having) to stay at home/look after the children has negative consequences (notion of implied negativity is key) • (re-) entering a profession/getting (back) into a profession/job after <u>a (long) break/career break</u> (to have children) (almost) impossible/very difficult 	<p>Negative effect <u>on the child</u></p>	
<p>Also acceptable: Negative feedback/effect Disadvantages them Staying at home is bad/not good Impossible to take break from a professional career to have children Impossible to take long maternity leave</p>		

Questions/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>(b) Why is she of the view that men should be encouraged to play a greater part in childcare? 2 marks</p> <ul style="list-style-type: none"> • Women would have more children • If (the organisation of) childcare was not left (entirely) to them/was shared <p>Also acceptable: Would make it easier for women... If there was more responsibility on men's shoulders to help with childcare If women didn't have to carry the weight/burden alone/didn't have to look after the children alone</p>	<p>To give the mother a break from the child Men need to spend more time with the(ir) children Women have a lot of responsibility to look after the children If men would help more It is not just the priority of women Men should play a bigger part</p>	
<p>(c) What does she feel would not be the right way forward? 1 mark</p> <ul style="list-style-type: none"> • A return to (the ideology/ways of) <u>the 1950s</u>/the (days of) "children, kitchen and church" (ideology/ways) of <u>the 1950s</u> <p>Also acceptable: <u>Cooking for kitchen</u> The 3 Cs – catering, church and care</p>	<p>The 50s years <u>Cakes</u> for <u>kitchen</u> (attitude) of 50 years ago Cook, clean and look after children Kinder, Küche, Kirche (ie left in original German)</p>	

Questions/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>4. (a) According to Stefan, what population trend is every bit as significant as the falling birth rate?</p> <p>1 mark</p> <ul style="list-style-type: none"> Increased life expectancy/low/falling death rate <p>Also acceptable: People are living longer Average life span is increasing Increase in the age people live to</p>	<p>Average age of population increasing More old(er) people People getting older Increased/improved living standards Ageing society</p>	
<p>(b) Which three reasons for this trend does he mention?</p> <p>3 marks</p> <ul style="list-style-type: none"> <u>Improvements/progress in medicine/medical improvement/progress</u> <u>Improved/better healthcare</u> (provision) <u>Improved/increased/better/higher</u> standard of living (notion of “improved/better” need not be repeated) <p>Also acceptable: <u>Developments for improvements</u> <u>Medication for medicine</u> Improved/better wealth</p>	<p>Better knowledge of health/care (need both elements) Healthier lifestyles Healthier diet Better health awareness Better lifestyles Better living conditions</p>	

Questions/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>(c) What effect is this trend having on state pension schemes? 1 mark</p> <ul style="list-style-type: none"> • <u>Cannot/can hardly</u> finance/fund them/<u>difficult to</u> finance/fund <p>Also acceptable: Pension scheme can hardly afford to give out money <u>Fund</u> for <u>finance</u> Becoming stretched Impossible to finance Being put under increased/more pressure Less money in the economy to finance them Cannot afford to fund/finance them Too much strain on the pension scheme</p>	<p>Not enough money/can't afford it Becoming expensive Costs pension schemes a lot more money More expensive Less money for pensions Government paying out more for them</p>	
<p>5. Why does Anne think that the high number of immigrants in Germany is a good thing? 1 mark</p> <ul style="list-style-type: none"> • Compensates for the (low/falling) birth rate <p>Also acceptable: Boosts the population Compensates for/evens out the fall/drop in the population</p>	<p>Helps to make the birth rate decrease less Compensates for the baby boom Enough people to fill the jobs Immigrants have larger families Reduces the falling birth rate Compensates for the postwar period</p>	

Questions/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>6. According to Stefan, who else besides Germany is facing similar problems?</p> <ul style="list-style-type: none"> • (other) <u>industrial(ised) countries/nations</u> 	<p>Other industries in other countries Industrious countries</p>	
1 mark		
(20)		
Total 30 marks		

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. It will be based on (a) grammatical correctness, (b) idiomatic command and sense of style, (c) the intellectual level of the ideas expressed, (d) plan or orderly development of ideas, (e) relevance to the subject set – but you remain free to vary the weight you attach to each of these in each individual essay. Answers which are largely irrelevant to the subject are unlikely to gain more than a Satisfactory mark, and could in some cases be considerably lower.
- 3 Grammatical mistakes should be underlined, without being corrected, in red, in the following way: wavy line = slight error (eg missing accent, minor spelling mistake); straight underline = standard error; double underline = serious grammatical mistake. Repeated errors should be ringed.

Credit points, indicated by a prominent tick in the left-hand margin, should be given for anything good. Such credit points may be gained, for example, by a good use of idiom, a well-handled syntactical construction, variety of constructions; a well-organised plan, neatly constructed paragraphs, a forcefully expressed idea, appropriate use of varied registers.

 Weak essays are commonly characterised by inaccurate grammar, thin or repetitious vocabulary and poor planning or relevance.
- 4 Neither grammatical mistakes, nor credit points, are to be formally totalled; but you should use them as guides for your final assessment. A candidate with one or two credit points may be in the running for a good mark, while one with a lot of grammatical mistakes or other signs of weakness will probably fall into the ‘Unsatisfactory’ category, or below. Poor punctuation and writing that is difficult to read may be penalised.
- 5 To award your final mark, you should place each script in one of a given number of categories. Each of these carries a fixed mark, as outlined in the Pegged Marks and Criteria on page 14.

 You must observe this fixed scale of marks, the purpose of which is to prevent a proliferation of individual marking scales.
- 6 The mark awarded should be entered in the **outer right hand margin** at the end of the question, 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]