



2010 German

Advanced Higher – Reading and Translation

Finalised Marking Instructions

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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.

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Reading and Translation

1. (a) How does the author describe the current position of the German language in the opening paragraph? 3
- At a crossroads.
 - Enemy attack/hostile take over.
 - Not protected in constitution.
 - Only a law could prevent further attack. (3 of 4)
- (b) What statistic does Dr Louise Lebeda quote to make her case for political intervention? 1
- 7000 Anglo Saxon expressions/words.
2. (a) Why are students particularly unhappy about the situation? 2
- Many lectures only in English.
 - Scientific (elite) forced away from German.
- (b) What is the author's opinion of the English words used in German? 2
- Usually superfluous/annoying/unnecessary.
 - If they mask the meaning.
3. Why, according to a survey, are 65% of Germans worried about their native language? 4
- Lack of specialist vocabulary.
 - Influence of global economy.
 - Acceptance of English phrases/expressions.
 - English used by young people in internet classrooms.
4. What does the author see as the disturbing facts about German? 4
- German no longer used outside German speaking area.
 - English spreading within the area.
 - German losing status.
 - No longer language of science.
 - Never was an international language. (4 of 5)

5. According to the author, what are the real factors causing the demise of German? 4
- Germans creating situation themselves/doing it themselves.
 - Bad/false grammar.
 - Shrinking vocabulary.
 - Foreign expressions are used as a scapegoat.
 - People do not even read now/Why read have Wikipedia. (4 of 5)
6. What advice does he give to improve the situation? 3
- Speaking and writing comes through reading.
 - Only way to increase vocab/internalisation of complete sentence structure.
 - Must increase linguistic competence.
 - By having well equipped schools and libraries. (3 of 4)
7. Now consider the article as a whole. In your opinion, what is the author's attitude towards the current standing of the German language and how optimistic is he about the future? 7
- Struggling.
 - Negative Linguistic trends of young people.
 - Under attack from English mainly.
 - Political reaction.
 - German people's views.
 - Reality as he sees it eg lack of attention to own language.
 - Offers advice for the future.
 - Other languages can be enriching.

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.

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 Marking instructions.
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.

8. Translate into English

**20
(50)**

TEXT	Accept (2)	(1)	Reject (0)
Auch die zunehmende Verwendung von SMS für die tägliche Kommunikation	Also the increasing use of SMS for daily communication	the daily increased	tense

TEXT	Accept (2)	(1)	Reject (0)
hat einen bedeutenden Einfluss auf den deutschen Satzbau und die Rechtschreibung.	has a major influence on German sentence structure and spelling.	the	tense

TEXT	Accept (2)	(1)	Reject (0)
Wörter werden gekürzt	words are/get shortened	become	

TEXT	Accept (2)	(1)	Reject (0)
und englische Ausdrücke eingeführt.	and English expressions introduced.	used/inserted words	tense

TEXT	Accept (2)	(1)	Reject (0)
Oft sind die Wörter sogar unverständliche Neubildungen	often the words are even incomprehensible new creations	words	

TEXT	Accept (2)	(1)	Reject (0)
oder werden mit einer anderen Bedeutung verbunden,	or are linked to another meaning,		

TEXT	Accept (2)	(1)	Reject (0)
<p>ähnlich dem englischen Begriff „wicked“, was früher negativ verstanden wurde,</p>	<p>similar to the english expression/ idea/concept ‚wicked’ which previously had a negative meaning,</p>	<p>just like</p>	

TEXT	Accept (2)	(1)	Reject (0)
<p>heute jedoch eine positive Konnotation hat.</p>	<p>however today/nowadays has a positive connotation</p>	<p>now</p>	

TEXT	Accept (2)	(1)	Reject (0)
Grosses Interesse besteht nach wie vor	There is still great interest	large/a	lies greater

TEXT	Accept (2)	(1)	Reject (0)
an gutem und richtigem Deutsch	in good and correct German		a

[END OF MARKING INSTRUCTIONS]