

2012 German

Advanced Higher Reading and Translation

Finalised Marking Instructions

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2012 German Advanced Higher

Reading and Translation

| 1. | What two first impressions of Germany does Gökay mention? | | | 2 |
|----|---|--|--------------|---|
| | | londe people eople looking at him. | | |
| 2. | Why is he so positive about Stuttgart's integration policy? | | | |
| | • s • c • p | hayor made integration a top priority tarted citizenship programmes ontinued every few years oliticians committed to it ity is international/multi-cultural. | (4 out of 5) | |
| 3. | (a) | What happens to most immigrant children? | | 1 |
| | | • go to lowest grade school/Hauptschule. | | |
| | (b) | Why was that previously not such a problem? | | 3 |
| | | could say work hard/tried hard would get apprenticeship/training 60-70% were successful. | | |
| 4. | (a) | (a) What evidence is there of the success of immigrant children? | | |
| | | Patricia <u>chain</u> of hairdressing salons Tahsin Aldi manager Zasemin teacher. | (2 out of 3) | |
| | (b) | What is today's situation for immigrant children? | | 2 |
| | | do not have the same chances education/help in school even more important support. | | |
| | | | (2 out of 3) | |

| 5. | (a) | How is Stuttgart trying to address this problem? | 2 |
|----|-----|---|---|
| | | politicians are making money available eg full day schools. | |
| | (b) | How are some schools trying to address the problem? | 3 |
| | | projects with past pupils helping 9th class with applications adults/senior citizens for careers advice. | |
| | (c) | What major issue does Gökay identify in nursery schools? | 2 |
| | | children with no German/cannot formulate a sentence take years till all nurseries have a language specialist. | |
| 6. | | ttgart has a very positive integration policy. Which factors may pardise this policy? | 2 |
| | | so much depends on finance and priorities. | |
| 7. | - | v take the article as a whole. How does the author view the cess of integration for immigrants in Germany? | 7 |
| | | cultural differences | |
| | | language differences | |
| | | some still do not welcome immigrants Stuttgart tries | |
| | | previously could be employed | |
| | | now competing with academically more able | |
| | | there are some successes | |
| | | eg his own | |
| | _ | national football team | |
| | | these must become the norm | |
| | • | long way to go | |

• only then is there real integration.

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

| TEXT | Accept (2) | (1) | Reject (0) |
|--|---|--------------------------------|---------------|
| Ich habe viele Chancen bekommen – und habe sie auch genutzt | I got many chances and I took/used them also/too | had | |
| Mit Hilfe einer Stiftung habe ich eine Erzieherausbildung absolviert | With the help of a foundation I completed my teacher's/educator's exams | endowment/donations charity | establishment |
| Schon damals ging es darum,auszubilden | Even then it was about educating | | |
| ausländische Fachkräfte für ausländische Kinder, | foreign experts/professionals for foreign children | | |
| ein Ansatz, den ich bis heute für wichtig halte. | a starting point/base/an approach which I still hold important today | | |
| Später habe ich als erster Muslim eine Sozialarbeiterstelle bekommen | Later I was the first Muslim to get a social worker's position | | |
| Damals war meine Einstellung heftig umstritten, | At the time my appointment/employment was intensely disputed | | |
| heute sind muslimische Sozialarbeiter keine Seltenheit mehr. | today Muslim social workers are no longer a rarity | | |
| Heute finder sich Türken in Anwaltskanzleien, in Unternehmensberatungen und nicht mehr nur in der Kebabbude. | today you find Turks in lawyers' offices, in busines consultancies and no longer only in the kebab stand/stall/kiosk | hut/store at | positions |

[END OF MARKING INSTRUCTIONS]