



2011 German

Advanced Higher – Listening and Discursive Writing

Finalised Marking Instructions

© Scottish Qualifications Authority 2011

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Delivery: Exam Operations Team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Delivery: Exam Operations Team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes

Advanced Higher German – Section I Listening Part A

Question/Acceptable answers

Listen carefully to the following news broadcast about the integration of Turkish immigrants in Germany, and then answer **in English** the questions which follow.

1. What conclusion about the integration of Turkish immigrants did the study reach?

1 mark

- Not as well integrated as others/other (immigrant) groups

Unacceptable answers

Irrelevant/Insufficient

Question/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
2.	<p>(a) What is the main reason for the findings of the study?</p> <p>1 mark</p> <ul style="list-style-type: none"> (poor/lack of available) <u>education/training/education system</u> 	no qualifications; schools	
	<p>(b) Why is the figure 30% mentioned?</p> <p>1 mark</p> <ul style="list-style-type: none"> (percentage/number of) Turks (in Germany) who leave <u>school</u> with <u>no qualifications/do not finish school/do not graduate/do not get/pass/sit their final exams</u> 	don't go to school; "Abitur" or "Abschluss" for "qualifications/final exams"	
	<p>(c) What percentage of German Turks achieve the <i>Abitur</i>?</p> <p>1 mark</p> <ul style="list-style-type: none"> 14% 		

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>3. What shows that the situation in the employment market is no better? 3 marks</p> <ul style="list-style-type: none"> • Turks/Turkish immigrants/they have the least (chance of) success (of all immigrant groups)/less success (than other immigrant groups)/they have no/little success; • <u>Many/lots of/often/mostly</u> unemployed/high unemployment • Large proportion/number of/many housewives • Many (dependent) on/getting/receiving/living on (social/state) <u>benefits/aid/help/money/assistance</u> <p>(3 from 4)</p>	<p>they earn less</p> <p>Germany has the highest unemployment rate/the worst employment rates; nobody wants to employ them</p> <p>(large) quota of housewives</p>	

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>4. (a) What was Federal Chancellor Angela Merkel's initial reaction to the results of the study? 1 mark</p> <ul style="list-style-type: none"> Shock(ed)/shaken up/alarmed/thought they were shocking 	<p>startled/frightened/not surprised/in shock/unhappy</p>	
<p>(b) What does the German government wish to achieve by 2012? 2 marks</p> <ul style="list-style-type: none"> Turkish <u>children</u>/the <u>children</u> of Turkish immigrants To reach/have reached <u>the (same) educational level/standards</u> of (as) German(s) (children/their German peers/counterparts) 	<p>equal education (no mention of Germans); niveau; same educational chances/opportunities</p>	
(10)		

Advanced Higher German – Section I Listening Part B

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>Anne and Stefan are German Language Assistants working in Scotland. In the following conversation, they discuss the integration of Turkish immigrants in Germany. Listen carefully to their conversation and then answer in English the questions which follow.</p> <p>1. What is Stefan's opinion of the results of the study and why? 2 marks</p> <ul style="list-style-type: none"> Worrying/concerning/worried/concerned/alarming <p>Plus one from:</p> <ul style="list-style-type: none"> Turks the <u>biggest</u> immigrant group/group of foreigners (in Germany) (about/approximately) <u>2.8 million</u> Turks/people of Turkish origin (in Germany) 	<p>not good shocking shocked</p>	

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>2. (a) According to Anne, when did the first Turkish <i>Gastarbeiter</i> come to Germany? 1 mark</p> <ul style="list-style-type: none"> During the (period of the German) <u>economic miracle/boom/period of the Wirtschaftswunder</u> In the <u>postwar</u> period/after <u>the War/World War 2</u> <p style="text-align: right;">(1 from 2)</p>	<p>Germany's economy was on a high</p> <p>during the War</p>	
<p>(b) What question does this cause Anne to ask herself? 1 mark</p> <ul style="list-style-type: none"> How can/What is <u>the reason why</u> the (German) Turks (still) be <u>so badly integrated</u> (compared to other immigrant groups)/Why do they have <u>such a hard time integrating</u>/Why do they find it <u>hardest to integrate</u>? 	<p>why are they worse off? are they just bad at integrating with others?</p>	

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>3. (a) Angela Merkel stated that education is the key to better integration. Why does Stefan find this interesting?</p> <p style="text-align: right;">2 marks</p> <ul style="list-style-type: none"> An area where/in which the German school/ education system has <u>failed/been failing</u> (for decades)/<u>is failing/a problem/integration not good/very poor in school/needs to be improved.</u> The lack of <u>language promotion/teaching/tuition</u> (for the children <u>of migrants</u>) 	<p>school system caused the poor integration education system has needed looked at for years</p>	
<p>(b) What does he think people in Germany have been used to for too long?</p> <p style="text-align: right;">2 marks</p> <ul style="list-style-type: none"> <u>Primary</u> school/<u>prep</u> school classes In which/where <u>the majority/most</u> (of the pupils) don't <u>understand/speak</u> German 	<p><u>since</u> primary school</p> <p>none/no pupils/nobody for "the majority/most"</p>	

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>4. (a) What other reason does Anne give for many Turkish children's poor knowledge of German? 2 marks</p> <ul style="list-style-type: none"> • They often <u>grow up/are brought up/raised</u> • [In an environment where/in which (mostly/mainly)] <u>Turkish/no German</u> is spoken/no opportunity to learn German 	<p>not being introduced to it from a young age families/communities all live near each other</p> <p>which does not aid the learning of German</p>	
<p>(b) What examples of this does she give? 2 marks</p> <ul style="list-style-type: none"> • Families where/in which (almost/virtually) only Turkish <u>newspapers</u> (are read) • And Turkish <u>TV</u> (is watched) • First contact with German is in school • Only read/watch Turkish = 1 point 	<p>"magazines" for "newspapers"</p> <p>"news" for "TV"</p>	
(2 from 4)		

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>(c) What does she consider essential for better integration?</p> <p>2 marks</p> <ul style="list-style-type: none"> The <u>willingness/efforts</u> of the Turks should <u>try to</u> <u>To learn/(get to)</u> know (the) German (language) 	<p>should do something</p> <p>be taught German not only the responsibility of the Government</p>	

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>5. According to Stefan, why were many of the first generation of Turkish immigrants not able to help their children learn German?</p> <p>1 mark</p> <ul style="list-style-type: none"> • They came as/were/are <u>unskilled/unqualified/uneducated</u> (workers)/workers with <u>low skills/few qualifications</u> • They didn't go to school (either) <u>in Germany or in Turkey</u> <p>(1 from 2)</p>		

Question/Acceptable answers	Unacceptable answers	Irrelevant/Insufficient
<p>6. Why does Anne consider the many Turks who have achieved professional success in Germany to be important? 1 mark</p> <ul style="list-style-type: none"> • They are <u>a role model/example/inspirational</u> (to others) • Show that Turks can be successful • Show that integration can work • To show not all Turkish immigrants are unsuccessful <p>(1 from 4)</p>	<p>Sign of good integration</p> <p>They have achieved so much</p> <p>We can learn a lot from them</p> <p>They are the key/way to better education/integration</p> <p>They can encourage other Turks to learn German</p> <p>They break down the stigma</p> <p>They are not typecast/stereotyped</p>	

-

Question/Acceptable answers		Unacceptable answers	Irrelevant/Insufficient
7.	<p>(a) According to Stefan, what significant progress has been made?</p> <p>2 marks</p> <ul style="list-style-type: none">• (now) <u>easier</u> to get German citizenship/become a German citizen• (increased/more/greater) acceptance of the <u>cultural diversity</u> (in our society)/acceptance of other/different cultures/cultural variety/a more multicultural society	<p>state membership seeking nationality easier to integrate</p> <p>diversity (no reference to culture) culture differences are good acceptance of the culture/ Turkish culture/immigrants</p>	
	<p>(b) What does he say about the integration process?</p> <p>2 marks</p> <ul style="list-style-type: none">• <u>Continuous/without an end/never ending</u>• We (will) have to work/keep working at/on it/ keep trying to achieve it/make it work/needs a lot of looking at/we all need to play our own part/needs to be improved <p>(20) Total 30 marks</p>	<p>long/slow/gradual process will take a while</p>	

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]