



National
Qualifications
2022

2022 German

Reading and Translation

Advanced Higher

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.

Marking instructions for each question

Section 1 - Reading

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
1.			<ul style="list-style-type: none"> at some stage their career hits a dead end/goes down a blind alley/cul-de-sac the feeling of not being able to fulfil/realise oneself/do one's own thing becomes huge/all-consuming 	2	
2.	(a)		<ul style="list-style-type: none"> tendency to attach too much importance/pay too much attention to it when choosing a career it is only an assumed/pretend security anyway who knows what (the situation) will be in four years' time? 	3	
	(b)		<ul style="list-style-type: none"> to go with their inclination/leaning(s)/with what they have/feel an affinity to 	1	
3.	(a)		<ul style="list-style-type: none"> what kind of person am I? am I more technically, manually, commercially/business, intellectually/mentally, creatively or socially oriented/orientated? would I rather deal/work more with things/objects or people? what comes easily/naturally to me? for example making contacts, understanding technical issues/matters quickly, enthusing others for ideas, observing, researching or helping others? what strengths do my parents, teachers and friends see in me/think I have? <p>Any 4 from 6</p>	4	
	(b)		<ul style="list-style-type: none"> that they contact/get in touch with her themselves that they don't come (to see her) with their parents or friends 	2	

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
4.	(a)		<ul style="list-style-type: none"> • he didn't particularly enjoy chemistry • he lost interest (in chemistry) in first year • he spoke to/compared notes with friends • it (visual communication) sounded interesting • it's creative and has to do with media <p>Any 3 from 5</p>	3	
	(b)		<ul style="list-style-type: none"> • too superficial • and (too) technically orientated 	2	
5.	(a)		<ul style="list-style-type: none"> • because your CV will communicate/create the impression that you can't ever finish/complete anything 	1	
	(b)		<ul style="list-style-type: none"> • gathered much more information • for the first time thought thoroughly about his likes/inclinations/predispositions 	2	
	(c)		<ul style="list-style-type: none"> • challenged • highly motivated 	1	
6.			<ul style="list-style-type: none"> • rational/sensible/common sense reasons frequently not enough for sustained/enduring interest and strong motivation • on the job market you will be in competition with people who practise their profession with passion/passionately 	2	

Question			Expected response(s)	Max mark	Additional guidance	
7.			<ul style="list-style-type: none"> to advise young people about how best to decide on a career follow your heart and your inclinations/predispositions (title sends a very clear message to this effect from the outset) safe option not always the best/job security not the be all and end all parents the biggest/strongest influence on their children's career choice, particularly fathers - not necessarily a helpful influence pressure to follow in parents' footsteps (particularly fathers') not helpful important to consider the type of person you are, your strengths & interests important to gather as much information from a variety of sources good grades/marks at school give no more than a first/initial pointer not a good idea to follow trends/fashions have the courage to change course if you have made the wrong choice a career choice which comes from the heart more likely to lead to success on the job market than one based purely on rational decisions frequent use of direct quotations from Sabine Breitbart helps reinforce her arguments Breitbart often uses anecdotal evidence/case studies to substantiate and strengthen her arguments/case 	7	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 response 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.

Section 2 - Translation

Question			Expected response(s)	Max mark	Additional guidance
8.			<p>Translate the underlined section into English: (lines 29-35).</p> <p><i>Gute Noten ... einem aktuellen Trend zu folgen</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 marks- good Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English</p> <p>1 mark- 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 marks- 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>Gute Noten alleine reichen für eine Berufsentscheidung nicht aus,</i>	Good marks/grades are not enough for a career decision,		
<u>Unit 2</u> <i>obwohl sie eine erste Orientierung geben.</i>	although they give/provide an initial/a first orientation/guide.		
<u>Unit 3</u> <i>Der Rat der Expertin:</i>	The advice of the expert is /the expert advises :		
<u>Unit 4</u> <i>„Bei der Entscheidung für einen Beruf</i>	"When deciding on a profession...		
<u>Unit 5</u> <i>sollten Begabung und Interesse auf jeden Fall zusammenkommen.“</i>	...talent/ability/aptitude and interest should definitely come together."		
<u>Unit 6</u> <i>Es gibt auch Beispiele dafür, dass ein leidenschaftlich betriebenes Hobby</i>	There are also/even examples of a passionately pursued hobby.../ There are also/even examples where a passionately pursued hobby...		

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<u>Unit 7</u> <i>zum passenden Beruf wird.</i>	...becoming a suitable profession/ ...becomes a suitable profession.		
<u>Unit 8</u> <i>Doch warum gehen viele Abiturienten in die falsche Richtung?</i>	But why do many school leavers go in the wrong direction?		
<u>Unit 9</u> <i>Häufig werden Jura oder Medizin von Schülern mit einer guten bis sehr guten Abiturnote „automatisch“ gewählt.</i>	Law or medicine are often “automatically” chosen by pupils with good or very good grades (in the school leaving exam).		
<u>Unit 10</u> <i>Das sei ebenso falsch wie einem aktuellen Trend zu folgen.</i>	That's just as/every bit as wrong as following a current trend.		

[END OF MARKING INSTRUCTIONS]