



National
Qualifications
2026

2026 German

Reading and Translation

Advanced Higher

Question Paper Finalised Marking Instructions

These marking instructions have been prepared by examination teams for use by Qualifications Scotland appointed markers when marking external course assessments.

The information in this document may be reproduced in support of Qualifications Scotland qualifications only on a non-commercial basis. If it is reproduced, Qualifications Scotland must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from Qualifications Scotland.

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.
- (f) Credit should be given according to the accuracy and relevance of candidates' answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words'.

Marking instructions for each question

Section 1 - Reading

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
1.	(a)		it is one of the most important developments (in this revolution)	1	
	(b)		- to imitate human learning - to overcome challenges quickly - to make difficult decisions Any 2 from 3	2	humanitarian meet difficult decisions
	(c)		(there are not only) positive expectations (but also) concerns/worries (about the effects of this powerful technology)	1	
2.			- digital assistants (like Siri and Alexa) can switch off the light in the living room - you can plan a journey on your mobile phone with real-time/live traffic information - algorithms on social networks filter content based on our/your preferences Any 2 from 3	2	switch on travel information
	(b)		- it could support industry - it could overcome/manage global challenges/climate change, world hunger and poverty	2	

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
3.	(a)		- AI can improve customer experience - AI can simplify processes - to predict customer needs - to create personalised marketing campaigns Any 3 from 4	3	customer service processing
	(b)		to concentrate on more creative and strategic tasks	1	
4.			- to find a balance between technological progress and human values - so that everyone can benefit/profit Any 1 from 2	1	value/worth
5.			- it can create personalised/individualised learning experiences - it can improve academic results - it can reduce teacher workload - it can adapt to the learning style and pace of pupils - it can provide personalised feedback and resources - it can increase engagement - it can improve the learning experience Any 3 from 7	3	

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
6.			• overreliance/dependence on technology in the classroom • the effects on the social and emotional development of pupils	2	addiction
7.	(a)		• can lead to feelings of isolation, anxiety and other problems	1	
	(b)		• cooperation between teachers, scientists/researchers and tech developers	1	
	(c)		• young people need to be supported to use technology correctly • so that they are (better) prepared for the digital world of the future	1	
8.			• to help the next generation to prepare to work alongside/with AI • so they are not overshadowed by it • pupils need to develop skills to be successful in the future job market Any 2 from 3	2	

Question			Expected response(s)	Max mark	Additional guidance	
9.			- The writer's overall purpose in writing about the subject of Artificial Intelligence (AI) is to discuss the impact of AI on society, highlighting both the potential benefits and challenges associated with this technology. - The writer uses language that emphasizes the transformative nature of AI and its role in shaping various aspects of society, from daily life to industries like healthcare, education, and business. - The article discusses the potential of AI to address global challenges such as climate change, hunger, and poverty, while also raising concerns about issues like data privacy, job security, and ethical considerations. - Through the perspectives of experts like Peter Leibnitz and business leaders like Maria Schneider, the writer presents a balanced view of the opportunities and risks posed by AI. - The article also addresses the impact of AI on education, highlighting its potential to enhance learning experiences, improve academic outcomes, and reduce teachers' workloads, while also cautioning against over-reliance on technology and its effects on social and emotional development. - The writer calls for collaboration between educators, researchers, and technology developers to ensure that young people are equipped to navigate the digital world effectively and develop the skills needed for the future workforce. - Ultimately, the writer advocates for a thoughtful and inclusive approach to integrating AI into society, promoting a balance between technological advancement and human values to create a fairer and sustainable future for all.	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(s) 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
10.			Translate the underlined section into English (lines 15-22): <i>Peter Leibnitz, Informatikprofessor an der Universität Berlin . . . dass die Automatisierung traditionelle Arbeitsplätze übernehmen könnte.</i>	20	The translation into English is allocated 20 marks. The text for translation is divided into a number of sense units. Each sense unit is worth 2 marks. Award marks according to the quality and accuracy of the translation into English. Award a mark for each sense unit, as follows: 2 marks - good The candidate understands and conveys essential information and relevant details, clearly and accurately, with appropriate use of English. 1 mark - satisfactory The candidate understands and conveys essential information clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. They convey the key message in spite of inaccuracies and weaknesses in the use of English. 0 marks - unsatisfactory The candidate fails to demonstrate sufficient understanding of the essential idea.

Sense Units	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 1 <i>Peter Leibnitz, Informatikprofessor an der Universität Berlin,</i>	Peter Leibnitz, computing/informatics professor/professor of computing science at the University of Berlin,	computer professor	information professor
Unit 2 <i>hebt das Potenzial der KI hervor:</i>	emphasises/stresses/highlights the potential of AI:		raises/lifts forth
Unit 3 <i>„Künstliche Intelligenz kann uns helfen, einige der größten Probleme zu lösen,</i>	Artificial Intelligence can help us to solve some of the biggest problems,	some of the big	one of the
Unit 4 <i>mit denen wir heute konfrontiert sind.</i>	with which we are confronted nowadays/that we are confronted with nowadays/we face today.	are confronting	
Unit 5 <i>Ihre Fähigkeit, Daten in großen Mengen schnell zu analysieren und Muster zu erkennen,</i>	Its ability to analyse data in large amounts quickly and recognise patterns,		Her/Their
Unit 6 <i>kann zu erstaunlichen Lösungen in Bereichen wie Gesundheitswesen, Umweltschutz und Bildung führen.</i>	can lead to amazing solutions in areas such as healthcare, environmental protection and education.		

Sense Units	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 7 <i>Das schnelle Wachstum der KI in verschiedenen Sektoren stellt jedoch wichtige Fragen</i>	However the rapid/quick/fast growth of AI in different/various sectors poses important questions		
Unit 8 <i>zum Datenschutz, zur Arbeitsplatzsicherheit und zur Ethik.</i>	on/about data protection, job security/safety in the workplace and ethics.	to data...	
Unit 9 <i>Mit der fortschreitenden Verbesserung der KI-Technologie wächst die Sorge,</i>	As AI technology continues to advance/With advancing/continuing improvement(s) of AI technology concerns are growing/concern is growing,	fear	
Unit 10 <i>dass traditionelle Arbeitsplätze durch die Automatisierung ersetzt werden.</i>	that traditional jobs/workplaces are (being) replaced with automation.	will be replaced	

[END OF MARKING INSTRUCTIONS]