



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2014**

German

Assessment Unit AS 2 (Sections B and C)

assessing

Reading and Extended Writing

[AJ122]

TUESDAY 14 JANUARY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

Section B: Reading

- | | | |
|----------|---|-----|
| 1 | (a) über Gott und die Welt reden | [1] |
| | (b) offen | [1] |
| | (c) kam sie gut aus | [1] |
| | (d) Feierabend | [1] |
| | (e) mittlerweile | [1] |

Marks for AO2 [5]

5

- | | | |
|----------|--|-----|
| 2 | (a) sie geht gern aus/sie geht gern auf Festivals | [1] |
| | (b) im Unterricht [1]
auf dem Schulweg konnte sie mit Freunden sprechen [1] | [2] |
| | (c) in Hannover bekam sie einen Ausbildungsplatz | [1] |
| | (d) bei ihrer Schwester | [1] |
| | (e) sie hatten andere Arbeitszeiten [1]
sie waren selten im selben Büro [1] | [2] |
| | (f) man sieht immer die gleichen Gesichter [1]
man spricht nur über die Arbeit [1] | [2] |
| | (g) sie gründete eine eigene kleine Rockband [1]
sie meldete sich bei einem Fitnesscenter an [1]
sie ging auf Studentenpartys [1] | [3] |
| | (h) man sollte auf andere zugehen | [1] |
| | (i) sie hat ihre eigene Wohnung [1]
sie hat viel Besuch [1] | [2] |

Marks for AO2 [15]

Section B: Reading

Bands	AO3 Performance Descriptors	Marks
5	Candidate displays a very good command of the target language. Grammar, structures and accuracy are of a very high order.	[9]–[10]
4	Candidate displays a good command of the target language. Grammar, structures and accuracy are of a high order.	[7]–[8]
3	Candidate displays a fair command of the target language. Grammar, structures and accuracy may be inconsistent.	[5]–[6]
2	Candidate displays limited command of the target language. There are frequent errors and poor control of grammar and structures.	[3]–[4]
1	Candidate displays little or no command of the target language. Inaccuracies are widespread and serious.	[0]–[2]

Marks for AO3 [10]

Total marks

AVAILABLE
MARKS

25

3 Translation into English

Notes to Examiners

1. This mark scheme should be read in conjunction with the Instructions to Assistant Examiners, in particular the references to annotation of candidates' work.
2. To facilitate marking, the text can be divided into six sections. Mark off these sections within the script before starting to mark. The total number of marks available for the question (AO2 [20]) has been tripled to a working total of [60]. The translation should be positively assessed by applying the description of performance grid, set out on the page following the translation, in each of the six sections. Assistant Examiners are asked to place each section in a band and to consider which mark in the range is appropriate. That mark should be recorded as a sub-total in the right-hand margin to facilitate totalling.
3. Credit should be given for other valid responses not set out in "Suggested Translation".
4. Ticks over relevant section(s) must indicate positive marks to be awarded. Errors should be underlined, infelicities indicated by a wavy line. Ticks should indicate where marks are being awarded.
5. Marks for each subsection of the translation test should be recorded in the right-hand margin. The marks should be totalled; half marks should be rounded up and the total divided by three to give a mark out of twenty; the final marks should be transferred, ringed, to the top right-hand corner of the candidate's script.

Section	Suggested translation	Credit
1	Forscher von der University of Virginia haben im Dezember eine Studie veröffentlicht, die zeigt, dass Streiten innerhalb der Familie	
2	die Persönlichkeit von Jugendlichen stärkt. Mehrere Jahre lang hatten sie 150 Teenager beobachtet und befragt. Es stellte sich heraus, dass Jugendliche,	strengthens the personality of young people. They had observed and interviewed 150 teenagers over several years. It turned out that young people,
3	die sich zu Hause häufig streiten, weniger zu Alkohol, Zigaretten oder Drogen greifen. Sie lassen sich auch nicht so oft von Gruppendruck beeinflussen.	who frequently argue at home, resort to alcohol, cigarettes or drugs less often. They do not allow themselves to be influenced as much by peer pressure either.
4	Natürlich kommt es darauf an, wie man sich streitet. Wenn man lernt, seine Meinung zu sagen, entwickelt man ein gesundes Selbstvertrauen.	Of course, it depends on how one has an argument. If one learns to express one's point of view, one develops healthy self-confidence.
5	Interessanterweise berichten die Forscher, dass die Jugendlichen immer wieder dieselben Fragen stellen: Bekommen wir wirklich genug Taschengeld?	Interestingly, the researchers report that the young people ask the same questions time and again: Do we really get enough pocket money?
6	Warum dürfen wir abends nicht länger wegbleiben? Und was ist eigentlich das Problem, wenn stundenlang laute Musik aus unserem Zimmer dröhnt?	Why are we not allowed to stay out later in the evenings? And what actually is the problem, if loud music blares from our room for hours?

AVAILABLE
MARKS

Bands	AO2 Performance Descriptors	Marks
5	An accurate rendering. Sensitive to register and idiom. Spelling, punctuation and grammar in English are of a very high order.	[9]–[10]
4	A generally accurate rendering. There may be some errors. Good attention to structure and register. Spelling, punctuation and grammar are of a high order.	[7]–[8]
3	A competent rendering of at least half the section. Some attention to structure and register. There will be instances of errors in spelling, punctuation and grammar in English.	[5]–[6]
2	Comprehension is limited. Inaccuracies in comprehension. Information not fully conveyed. There will be instances of errors in spelling, punctuation and grammar in English.	[3]–[4]
1	Very little attempt to comply with the demands of the task. Often incoherent. Spelling, punctuation and grammar in English interfere with a coherent translation of the text.	[0]–[2]

Total marks for AO2 [20]

**AVAILABLE
MARKS**

20

Section C: Extended Writing

AS 2 Question 1 Extended Writing: Target Assessment Objectives AO2 and AO3

Bands	AO3 Performance Descriptors Understanding	Marks AO2	AO3 Performance Descriptors Target Language	Marks AO3
5	Candidate shows a clear understanding of the requirements of the question and a very good knowledge of the topic. The question is addressed appropriately and coherently with minimum repetition and no irrelevant material. Good degree of personal engagement and analysis.	[17]–[20]	Very good command of language with frequent examples of accurate and complex structures appropriate to level. Examples of idiomatic language evident. Some errors but only where more complex language is used.	[25]–[30]
4	Candidate shows a good understanding of the requirements of the question and good knowledge of the topic. The question is addressed appropriately and coherently. There is evidence of personal engagement and analysis.	[13]–[16]	Clear, well structured language much in evidence. Few basic errors and some use of more complex idiom and structure evident. Wide use of appropriate vocabulary with few misspellings.	[19]–[24]
3	Candidate shows some understanding of the requirements of the question and some knowledge of the topic. The response is of a general nature, lacking structure and uneven. Information given generally lacks detail.	[9]–[12]	Some control of basic grammar and structures evident. Generally characterised by lack of complex syntax, structures and limited vocabulary including frequent misspelling. There may be some use of anglicised forms.	[13]–[18]
2	Candidate shows limited understanding of the requirements of the question and limited knowledge of the topic. The response is unstructured and inconsistent. Information given is generally vague.	[5]–[8]	Frequent errors and inconsistent control of basic grammar and structures. Generally has difficulty with basic vocabulary, both general and related to the topic. Syntax highly fractured. Reverts frequently to use of anglicised forms and English words.	[7]–[12]
1	Candidate shows little or no understanding of the requirements of the questions and little or no knowledge of the topic. Little or no relevant information given.	[0]–[4]	Candidate shows a predominance of grammatical and lexical errors that inhibits communication. Very limited or no command of basic vocabulary. Regular misspelling. Gaps and use of English common.	[0]–[6]

Marks for AO2 [20]

Marks for AO3 [30]

Total marks for Extended Writing [50]