



Rewarding Learning

**ADVANCED
General Certificate of Education
2011**

German

Assessment Unit A2 2

Sections B and C

assessing

Reading and Extended Writing

[AJ222]

TUESDAY 24 MAY, AFTERNOON

**MARK
SCHEME**

Section B: Reading

- 1** (a) engagieren [1]
(b) von [1]
(c) sondern [1]
(d) entschieden [1]
(e) an [1]
(f) Bereich [1]
(g) die [1]
(h) ihnen [1]
(i) sammeln [1]
(j) Beteiligten [1]

Total marks for AO2 [10]

10

			AVAILABLE MARKS	
2	(a)	(i) b	[1]	
		(ii) a	[1]	
		(iii) a	[1]	
		(iv) c	[1]	
		(v) b	[1]	
			Marks for AO2 [5]	
	(b)	(i) R	[1]	
		(ii) NT	[1]	
		(iii) R	[1]	
		(iv) F	[1]	
		(v) F	[1]	
			Marks for AO2 [5]	
	(c)	(i) aufgrund von Klimawandel Ressourcenmangel	[1] [1]	
		(ii) abgeholzte Regenwälder menschenunwürdige Arbeitsbedingungen in Entwicklungsländern	[1] [1]	
		(iii) sie dürfen nicht noch mehr Schaden anrichten sie müssen für die Fehler ihrer Eltern zahlen	[1] [1]	
		(iv) two of the following: Ressourcenverbrauch ihrer Schule, die Konsumgewohnheiten ihrer Familie das Verkehrskonzept ihrer Stadt	[2]	
		(v) das Projekt hat mehrere Preise gewonnen und ist inzwischen in ganz Deutschland etabliert	[1] [1]	
			Marks for AO2 [10]	
			Total marks for (a), (b) and (c) [20]	
			20	

Band	AO3 Performance Descriptors	Marks
5	The presentation of original information in the target language is very good. Grammar, structures and accuracy are of a very high order.	9–10
4	Faithful rendering, evidence of some minor errors. Lexis and structures used confidently.	7–8
3	Satisfactory attempt overall and more than half of the information has been accurately conveyed.	5–6
2	Limited in terms of language. Inaccuracies may be frequent and serious. Less than half the information has been conveyed. Some use of English evident.	3–4
1	Little or no attempt to comply with the demands of the task. Gaps are evident with over-dependence on use of English.	0–2

Total marks for AO3 [20]

Translation Grid for Mark Scheme

Section		Suggested translation	
1	14-year-old Tracy Brown attends an international school in Berlin. "With an English mother and a German father,	Die 14-jährige Tracy Brown besucht eine internationale Schule in Berlin. "Mit einer englischen Mutter und einem deutschen Vater	
2	I have grown up with two cultures and two languages. In our school in Berlin German and English are spoken	bin ich mit zwei Kulturen und zwei Sprachen aufgewachsen. In unserer Schule in Berlin werden Deutsch und Englisch gesprochen,	
3	and children come from many different countries. Although it is not always easy, I feel at home in the international school.	und die Kinder kommen aus vielen verschiedenen Ländern. Obwohl es nicht immer einfach ist, fühle ich mich in der internationalen Schule zu Hause.	leicht
4	I like it because here you learn openness and tolerance towards different cultures." Most people find it easy to say	Mir gefällt es, weil man hier Offenheit und Toleranz gegenüber verschiedenen Kulturen lernt." Die meisten Leute finden es einfach zu sagen,	ich mag es
5	where they come from. But some children travel around the world because their parents work as diplomats, for example. Therefore, they have difficulties	woher sie kommen. Doch einige Kinder reisen um die Welt, weil ihre Eltern als Diplomaten arbeiten, zum Beispiel. Deshalb haben sie Schwierigkeiten,	manche
6	identifying with one country. They normally say that their home country is the country for which their parents are working.	sich mit einem Land zu identifizieren. Sie sagen normalerweise, dass ihre Heimat das Land ist, für das ihre Eltern arbeiten.	

Section C: Extended Writing

Target Assessment Objectives AO2 and AO3

Total: 50 marks

Band	AO2 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 text. The question is addressed appropriately and coherently with minimum repetition and no irrelevant material. It is supported by pertinent references. Good degree of personal engagement and analysis.	33–40	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.	9–10
4	Candidate shows a good understanding of the requirements of the question and good knowledge of the text. The question is addressed appropriately and coherently and is supported by appropriate references. Evidence of personal engagement and analysis.	25–32	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.	7–8
3	Candidate shows some understanding of the requirements of the question and some knowledge of the text. The response is of a general nature, lacking structure and uneven. Information given generally lacks detail.	17–24	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.	5–6
2	Candidate shows limited understanding of the requirements of the question and limited knowledge of the text. The response is unstructured and inconsistent. Information given is generally vague.	9–16	Frequent errors and inconsistent control of basic grammar and structures. Generally has difficulty with basic vocabulary, both general and related to the text. Syntax highly fractured. Reverts frequently to use of anglicised forms and English words.	3–4
1	Candidate shows little or no understanding of the requirements of the question and little or no knowledge of the text. Little or no relevant information given.	0–8	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.	0–2

Marks for AO2 [40]

Marks for AO3 [10]

Total marks for extended writing [50]