



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2011**

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**German**

**Assessment Unit AS 2  
(Sections B and C)**

*assessing*

**Reading and Extended Writing**

**[AJ122]**

**FRIDAY 24 JUNE, AFTERNOON**

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**MARK  
SCHEME**

## Section B: Reading

- |   |     |                                 | AVAILABLE MARKS |  |
|---|-----|---------------------------------|-----------------|--|
| 1 | (a) | (i) angefangen                  | [1]             |  |
|   |     | (ii) mehr als die Hälfte        | [1]             |  |
|   |     | (iii) rund                      | [1]             |  |
|   |     | (iv) eine SMS/accept: Briefchen | [1]             |  |
|   |     | (v) ausfällt                    | [1]             |  |

**Marks for AO2: [5]**

5

- |     |        |   |     |  |
|-----|--------|---|-----|--|
| (b) | (i)    | er hätte mehrere Tage lang [1] Musik hören können [1]   | [2] |  |
|     | (ii)   | sie war weg/verschwunden/verloren   | [1] |  |
|     | (iii)  | er hatte keine Sicherheitskopien gemacht  | [1] |  |
|     | (iv)   | fast 20 Prozent aller Menschen gehen ins Internet   | [1] |  |
|     | (v)    | sie wollen zu jeder Zeit [1], und an jedem Ort [1], Informationen finden können [1]   | [3] |  |
|     | (vi)   | sie werden süchtig auf [1], Computerspiele und das Internet [1], und auf ihr Handy [1]  | [3] |  |
|     | (vii)  | sie werden ausgegrenzt/sie sind Außenseiter   | [1] |  |
|     | (viii) | weil sie gelangweilt sind/weil der Unterricht langweilig ist  | [1] |  |
|     | (ix)   | man ist hilflos/verärgert/wütend/frustriert   | [1] |  |
|     | (x)    | man sollte immer eine Sicherheitskopie anfertigen/man sollte sich nicht hundertprozentig auf die neuen Technologien verlassen | [1] |  |

**Marks for AO2: [15]**

15

**Section B: Reading**

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

**Targeted Assessment Objective AO2 [20]**

**Targeted Assessment Objective AO3 [10]**

**Total marks for (a) and (b) [30]**

AVAILABLE  
MARKS

30

## 2 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 marks) has been tripled to a working total of 60 marks. The translation should be positively assessed by applying the description of performance grid, set out below, 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.

## Translation

Section		Suggested Translation	Credit
1	Wenn man nachts regelmäßig weniger als fünf Stunden schläft, schadet man nach Meinung von Schlafexperten seiner Gesundheit.	If you regularly sleep less than five hours a night, you damage your health according to sleep experts.	in the opinion of
2	Schlafmangel wirkt sich negativ auf die Denkfähigkeit aus. Auch das Immunsystem leidet, denn Menschen, die schlecht schlafen, sind dreimal so oft erkältet wie so genannte Gutschläfer.	A lack of sleep has a negative effect on the ability to think. The immune system suffers, too, as people who sleep badly have a cold three times as often as so-called good sleepers.	
3	Deshalb empfehlen Experten, immer zur selben Zeit ins Bett zu gehen und bei geöffnetem Fenster zu schlafen. Das alles half Andreas Hinze nichts.	Therefore experts recommend always going to bed at the same time and sleeping with the window open. All that did not help Andreas Hinze.	None of that helped
4	Jahrelang schlief er nur zwischen drei und sechs Stunden pro Nacht. Er versuchte Entspannungsübungen und Meditation,	For years he only slept between three and six hours every night. He tried relaxation exercises and meditation,	
5	um abends besser abschalten zu können, und wurde auch mit Medikamenten behandelt – ohne Erfolg. Mit der Zeit fand er jedoch selbst heraus,	so that he could switch off better at night, and he was also treated with medication – without success. Over time, however, he found out for himself	in order to be able to in the evening
6	was für ihn am besten war. Jetzt liest er nicht mehr vor dem Einschlafen, sondern hört stattdessen Musik oder sieht ganz langweilige Fernsehsendungen.	what was best for him. Now he does not read any more before falling asleep, but listens to music instead or watches very boring TV programmes.	going to sleep

<b>Bands</b>	<b>AO2 Performance Descriptors</b>	<b>Marks</b>
<b>5</b>	An accurate rendering. Sensitive to register and idiom. Spelling, punctuation and grammar in English are of a very high order.	<b>9–10</b>
<b>4</b>	A generally accurate rendering. There may be some errors. Good attention to structure and register. Spelling, punctuation and grammar in English are of a high order.	<b>7–8</b>
<b>3</b>	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.	<b>5–6</b>
<b>2</b>	Comprehension is limited. Inaccuracies in comprehension. Information not fully conveyed. There will be instances of errors in spelling, punctuation and grammar in English.	<b>3–4</b>
<b>1</b>	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.	<b>1–2</b>

**Total marks for AO2 [20]**

20

## Section C: Extended Writing

## Target Assessment Objectives AO2 and AO3

<b>Bands</b>	<b>AO2 Performance Descriptors Understanding</b>	<b>Marks AO2</b>	<b>AO3 Performance Descriptors Target Language</b>	<b>Marks AO3</b>
<b>5</b>	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.	<b>17–20</b>	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.	<b>25–30</b>
<b>4</b>	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.	<b>13–16</b>	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.	<b>19–24</b>
<b>3</b>	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.	<b>9–12</b>	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.	<b>13–18</b>
<b>2</b>	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.	<b>5–8</b>	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.	<b>7–12</b>
<b>1</b>	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.	<b>0–4</b>	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.	<b>0–6</b>

**Marks for AO2 [20]****Marks for AO3 [30]****Total marks for extended writing [50]**