



Rewarding Learning

ADVANCED
General Certificate of Education
2018

German

Assessment Unit A2 2
(Sections B and C)

assessing

Reading and Extended Writing

[AJ222]

TUESDAY 5 JUNE, 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.

		AVAILABLE MARKS
1	(a) versteht	[1]
	(b) zweisprachig	[1]
	(c) gewesen	[1]
	(d) Studium	[1]
	(e) die	[1]
	(f) Krieg	[1]
	(g) verschiedene	[1]
	(h) trauen	[1]
	(i) Herz	[1]
	(j) zwischen	[1]
Marks for AO2 [10]		10
2	(i) f	[1]
	(ii) b	[1]
	(iii) k	[1]
	(iv) a	[1]
	(v) h	[1]
	(vi) g	[1]
	(vii) c	[1]
	(viii) i	[1]
	(ix) j	[1]
	(x) d	[1]
Marks for AO2 [10]		10

- 3 (a) Two of the following:
 es gibt keine weiß gekleideten Pfleger
 keine Mehrbettzimmer
 kein Essen aus der Großküche [2]
- (b) es gibt Supermarkt, Friseur und Kneipe
 es gibt ein Eingangstor/nur der Hausmeister kann das Eingangstor öffnen [2]
- (c) eine vertraute Umgebung
 ein selbstständiges Leben [2]
- (d) die Bewohner sind fröhlicher und ruhiger
 Angehörige sind begeistert [2]
- (e) es ist nicht teurer als ein normales Pflegeheim
 weil man die Kosten für die psychologische und medizinische Betreuung
 der Bewohner spart [2]

Marks for AO2 [10]

**AVAILABLE
 MARKS**

10

4 Translation into Target Language

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 **[20]** has been tripled to a working total of **60** marks. The translation should be assessed by applying the description of performance grid, set out below, in each of the **six** sections. Examiners are asked to place each section in a band and award a mark. To facilitate totalling, that mark should be recorded as a sub-total in the right-hand margin, level with section slash.

Insert the total at the end of the translation. Divide by 3 to give a mark out of twenty; the final mark should be transferred, ringed, to the top right-hand corner of the candidate's script.

$\frac{1}{3}$ should be rounded down and $\frac{2}{3}$ should be rounded up.

- 3 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. If alternatives are offered, only the first should be credited.
- 4 Credit should be given for other valid responses not set out in "Suggested Translation".
- 5 Repeated or consequential errors should be ringed.

Band	AO3 Description of Performance	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

Marks for AO3 [20]

4 Prose Translation

Translation Grid for Mark Scheme

The translation is divided into 6 sections.

Each section is worth 10 marks.

The total is then divided by 3 to give a mark out of 20.

Section	English	Suggested translation	Accept
1	Once again the international fashion week is taking place in Berlin. Fashion designers and models are travelling	Wieder einmal findet die internationale Modewoche in Berlin statt. Modedesigner und Models reisen	
2	to the German capital from all over the world. The charity betterplace.org is using the opportunity	aus der ganzen Welt in die deutsche Hauptstadt. Die Wohlfahrtsorganisation betterplace.org nutzt die Gelegenheit,	
3	to inform the public about the terrible situation of the refugees. Six men and women present clothes for the brand	die Öffentlichkeit über die schreckliche Situation der Flüchtlinge zu informieren. Sechs Männer und sechs Frauen stellen Kleidung für die Marke	
4	'Epic Escape' which does not exist in reality. Instead of designer clothes they wear clothes which refugees were wearing	'Epic Escape' vor, die in Wirklichkeit nicht existiert. Statt Designerkleidung tragen sie Kleider die Flüchtlinge trugen,	
5	when they came to Germany. The aim of the campaign is to interest people in the refugee problem	als sie nach Deutschland kamen. Das Ziel der Aktion ist es, die Menschen für das Flüchtlingsproblem zu interessieren	
6	and to collect money. The donations will be used to support activities which promote integration.	und Geld zu sammeln. Die Spenden werden gebraucht werden, um Aktivitäten zu unterstützen, die Integration fördern.	

Section C: Extended Writing

Target Assessment Objectives AO2 and AO3

Total: 50 marks

Bands	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 literary 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]