



**ADVANCED SUBSIDIARY (AS)**  
**General Certificate of Education**  
**2018**

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**German**

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

*assessing*

**Reading and Use of Language**

**[SGM22]**

**WEDNESDAY 16 MAY, AFTERNOON**

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**MARK  
SCHEME**

## General Marking Instructions

### ***Introduction***

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

### ***Assessment objectives***

Below are the assessment objectives for **GCE German**.

Candidates should be able to:

- AO1** Understand and respond, in speech and writing, to spoken language drawn from a variety of sources, including face-to-face interaction.
- AO2** Understand and respond, in speech and writing, to written language drawn from a variety of sources.
- AO3** Manipulate the language accurately and appropriately, in spoken and written forms, using a range of lexis and structure.
- AO4** Show knowledge and understanding of, and respond critically and analytically to different aspects of the culture and society of countries and communities where the language is spoken and demonstrate critical analysis and evaluation of works created in the language studied.

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### ***Positive marking***

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

### ***Awarding zero marks***

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

## **Marking calculations**

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error. To avoid a candidate being penalised, marks can be awarded where correct conclusions or inferences are made from their incorrect calculations.

## **Types of mark schemes**

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

## **Levels of response**

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

## **Quality of written communication**

Quality of written communication (QWC) is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form in English. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. For conciseness, quality of written communication is distinguished within levels of response as follows:

One strand of QWC will be assessed:

- ensuring that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear.

QWC will be assessed qualitatively and holistically and the standard required will be evident in the level banding marking criteria for each question.

Level 5: Quality of written communication is excellent.

Level 4: Quality of written communication is very good.

Level 3: Quality of written communication is good.

Level 2: Quality of written communication is quite good.

Level 1: Quality of written communication is weak.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

**Level 5 (Excellent):** Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.

**Level 4 (Very Good):** Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

**Level 3 (Good):** Presentation, spelling, punctuation and grammar are good and meaning is clear.

**Level 2 (Quite Good):** Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 1 (Weak):** Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Section B: Reading		AVAILABLE MARKS
1	(a) ein Leben ohne Handy und Internet ist für sie kaum mehr vorstellbar	[1]
	(b) ein Fünftel nutzt Smartphones	[1]
	(c) die unter 10-Jährigen benutzen das Handy der Eltern [1] die über 10-Jährigen haben meistens ein eigenes Handy [1]	[2]
	(d) sie sind wichtiger [1] als persönliche Gespräche [1] mit Freunden und Familienmitgliedern [1]	[3]
	(e) über die Hälfte nutzt sie	[1]
	(f) der sichere Umgang mit digitalen Medien [1] ist heute eine absolut notwendige Voraussetzung [1] um an der modernen Lebens- und Arbeitswelt teilzuhaben [1]	[3]
	(g) sie bringen Gefahren mit sich [1] und lenken von der Schularbeit ab [1]	[2]
	(h) die Eltern sollten Hilfe leisten	[1]
	(i) das Internet vergisst nichts [1] und das Posten von Fotos, Videos und Kommentaren kann schnell eine unerwünschte Eigendynamik entwickeln [1]	[2]
	(j) Cybermobbing und Handygewalt [1] rund ein Drittel [1] hat schon schlechte Erfahrungen gemacht [1]	[3]
	(k) vor einer Handysucht bzw. Internetsucht/ vor exzessiver Nutzung der digitalen Medien	[1]
		AO2
		20

## 2 Translation

The translation is divided into six sections. Each section is marked out of 10. The total is then divided by 3 to give an overall mark out of 20.

QWC is assessed in this question.

Band	AO2 Performance Descriptors	Marks
5	Overall, a highly accurate, highly competent translation. Sensitive to register and idiom. Very few errors. Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.	[9]–[10]
4	A very accurate and competent translation. There may be minor errors. Good attention to structure and idiom. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.	[7]–[8]
3	A fairly accurate and fairly competent translation of at least half the section. Comprehension of the passage is rather limited. Presentation, spelling, punctuation and grammar are good and meaning is clear.	[5]–[6]
2	Inaccuracies in comprehension mean the information is not fully conveyed (less than half the section). Limited comprehension of the passage. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.	[3]–[4]
1	Very little attempt to complete the task. Often difficult to follow. Very limited comprehension of the passage. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.	[1]–[2]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

AO2	AVAILABLE MARKS
Section B	20
	40

Section	Translation Passage	Suggested translation	Credit	Do Not Credit
1	Es gibt keinen Grund, warum man sich auf das Auspacken nach dem Urlaub freuen sollte. Wenn man die Waschmaschine mit den schmutzigen Klamotten einschaltet,	There is no reason, why you should look forward to unpacking after the holidays. When you switch on the washing machine with the dirty clothes,	why one should	
2	dann weiß man, dass die Ferien vorbei sind. Aber vielleicht hat man beim Aussortieren der Wäsche kurze Momente der Freude.	then you know that the holidays are over. But perhaps you have brief moments of joy when sorting out the washing.		
3	Man erinnert sich an den wunderschönen Sandstrand, wenn man die Badehose auspackt. Das Hemd riecht immer noch nach Tabak aus dem Café,	You remember the wonderful sandy beach when unpacking your swimming trunks. Your shirt still smells of tobacco from the café,		
4	wo man nette Leute kennen gelernt hat. In der Hosentasche findet man einen ausländischen Geldschein, und das Gras von einem romantischen Spaziergang im Park	where you met nice people. You find a foreign banknote in your trouser pocket, and the grass from a romantic walk in the park		
5	klebt immer noch an den Socken. Leider sind diese Glücksgefühle nur von kurzer Dauer. Wenn die Urlaubskleidung wieder sauber im Schrank liegt	still sticks to your socks. Unfortunately, these happy feelings are only short lived. When your holiday clothes are clean and back in the wardrobe		
6	und alles nach dem normalen Waschpulver riecht, verschwinden auch langsam die Erinnerungen an die Ferien. Das Alltagsleben ist wieder zurück.	and everything smells of the normal washing powder, the holiday memories also slowly fade. Everyday life is back again.		
Suitable alternative responses will be credited.				

Adapted from © "Erinnerung in einer Socke" by Sascha Rettig.  
Published by Mannheimer Morgen Großdruckerei und Verlag GmbH, 13 August 2016

Section C: Use of Language		
		AVAILABLE MARKS
1 (a) ältere	[1]	
(b) beste	[1]	
(c) guten	[1]	
(d) weißes	[1]	
(e) neuen	[1]	
	AO3	5
2 (a) er	[1]	
(b) sie	[1]	
(c) ihm	[1]	
(d) sich	[1]	
(e) ihnen	[1]	
	AO3	5
3 (a) Wir haben unsere Hausaufgaben gemacht.	[1]	
(b) Ich bin zwei Wochen in der Schweiz geblieben.	[1]	
(c) Das Flugzeug wird um neun Uhr landen.	[1]	
(d) Mein Opa hatte einen guten Sinn für Humor.	[1]	
(e) Er liest einen interessanten Roman.	[1]	
	AO3	5
4 (a) Mein Cousin ist nett, aber er nervt mich ab und zu.	[1]	
(b) Ich lerne gern Deutsch, obwohl ich die Grammatik schwierig finde.	[1]	
(c) Ich habe das Buch gelesen, nachdem ich den Film gesehen hatte.	[1]	
(d) Meine Eltern waren schon im Bett, als ich nach Hause kam.	[1]	
(e) Meine Oma sieht viel fern, denn sie wohnt allein.	[1]	
	AO3	5

Section	English	Suggested translation	Credit	Do Not Credit
1	I am looking forward to the weekend.	Ich freue mich auf das Wochenende.		
2	I got money for my birthday.	Ich habe Geld zum Geburtstag bekommen.		
3	My sister is not as patient as I am.	Meine Schwester ist nicht so geduldig wie ich.		
4	When I have time I like going to the cinema.	Wenn ich Zeit habe, gehe ich gern ins Kino.		
5	He has been working in a shop for two years.	Er arbeitet seit zwei Jahren in einem Geschäft.		
Suitable alternative responses will be credited.				

Band	AO3 Performance Descriptors	Marks
3	Accurate translation, possibly with one minor error in more complex language.	[3]
2	Translation with minor errors.	[2]
1	Translation with major errors.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

AO3	AVAILABLE MARKS
Section C	15
Total	35
	75