

**GCE A2**

**German**

**January 2010**

**Mark Schemes**

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**NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)  
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)  
MARK SCHEMES (2010)**

**Foreword**

***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 16- and 18-year-old 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 a 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.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.



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**Modern Languages**

**Assessment Unit A2 1**

*assessing*

**Module 4: Exchanging Ideas and Opinions**

**[A2F11] [A2J11] [A2I11] [A2K11]**

**MONDAY 18 JANUARY – FRIDAY 29 JANUARY**

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**MARK  
SCHEME**

**Discussion (visual stimulus) Total: 70 marks Time: Approx 3 mins**

<b>Band</b>	<b>Discussion AO2 Performance Descriptors</b>	<b>Marks</b>
<b>5</b>	The candidate displays a clear understanding of the stimulus and examiner's questions and clearly shows the ability to infer meaning and to express points of view.	<b>17–20</b>
<b>4</b>	The candidate displays a very good understanding of the stimulus and examiner's questions and shows some ability to infer meaning and express points of view.	<b>13–16</b>
<b>3</b>	The candidate displays a good understanding of the stimulus and examiner's questions, is able to identify significant details and express some points of view.	<b>9–12</b>
<b>2</b>	The candidate displays some understanding of the stimulus and examiner's questions. However, the ability to identify significant details and express points of view is limited.	<b>5–8</b>
<b>1</b>	The candidate displays little or no understanding of the stimulus and examiner's questions. There is little or no attempt to draw inferences or express points of view.	<b>0–4</b>



<b>Band</b>	<b>Presentation AO4 Performance Descriptors</b>	<b>Marks</b>
<b>5</b>	The candidate displays a very thorough knowledge, appropriate to this level, of key aspects of the chosen A2 topic. Detailed knowledge, views, arguments and insights are presented clearly, logically and confidently and with some sophistication. There is clear evidence of originality and ability to make qualitative judgements on the chosen aspects of the target language society.	<b>17–20</b>
<b>4</b>	The candidate displays a very good degree of knowledge of the topic and is able to focus appropriately on certain aspects. There are some general insights into aspects of the target language society and good evidence of originality and the ability to make qualitative judgements.	<b>13–16</b>
<b>3</b>	The candidate displays a good degree of knowledge of the topic and is able to focus on some aspects of the target language society. There is adequate evidence of insight, originality and the ability to express points of view.	<b>9–12</b>
<b>2</b>	The candidate displays limited degree of knowledge of the topic and there is a lack of focus. There is limited evidence of insight and originality or the ability to express points of view.	<b>5–8</b>
<b>1</b>	The candidate displays little or no knowledge of the topic and there is a distinct lack of focus. There is little or no evidence of insight and originality or the ability to express points of view.	<b>0–4</b>

<b>Band</b>	<b>Conversation AO1 Performance Descriptors</b>	<b>Marks</b>
<b>5</b>	The candidate responds readily and fluently to the examiner's questions and is willing to take the initiative to develop answers. There is substantial evidence of the ability to argue points of view and marked success in dealing with abstract ideas.	<b>17–20</b>
<b>4</b>	The candidate has a very good degree of comprehension and responds competently to the examiner's questions. There is good evidence of the ability to take the initiative, develop answers and argue points of view with some success in dealing with abstract ideas.	<b>13–16</b>
<b>3</b>	The candidate has a good degree of comprehension and responds without undue hesitation. There is some evidence of ability to develop answers, argue points of view and deal with abstract ideas.	<b>9–12</b>
<b>2</b>	The candidate may experience some problems with comprehension and the examiner may need to rephrase some questions. There are instances of hesitation and the examiner may have difficulty in understanding the message.	<b>5–8</b>
<b>1</b>	The candidate's responses are minimal. An attempt may be made to convey a message, but communication is limited and hesitant.	<b>0–4</b>

<b>Band</b>	<b>Conversation AO3 Performance Descriptors</b>	<b>Marks</b>
<b>5</b>	The candidate has an excellent command of idiom and vocabulary, appropriate to this level, deployed confidently and naturally. There are very few grammatical errors even where more complex language is used. Pronunciation and intonation are excellent.	<b>9–10</b>
<b>4</b>	The candidate has a very good command of idiom and vocabulary. There may be a few grammatical errors where more complex language is used. Pronunciation and intonation are very good.	<b>7–8</b>
<b>3</b>	The candidate has a good command of idiom and vocabulary, but control may be inconsistent. Grammatical errors may be more frequent. Pronunciation and intonation are good.	<b>5–6</b>
<b>2</b>	The candidate has a limited command of idiom and vocabulary. There are frequent errors and inconsistent control of basic structures. Pronunciation and intonation are weak.	<b>3–4</b>
<b>1</b>	The candidate has little or no command of idiom and vocabulary. There is a high frequency of grammatical errors and little control of basic structures. Pronunciation and intonation are poor.	<b>0–2</b>





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**German**

**Assessment Unit A2 2**

**Section B**

*assessing*

**Module 5: Extended Information Handling**

**[A2J22]**

**FRIDAY 15 JANUARY, MORNING**

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**MARK  
SCHEME**

- 1 (a) Verkürzung von 13 auf 12 Jahre / um ein Jahr [1]
- (b) Lehrstoff ist geblieben [1]
- (c) Unterricht bis zum Nachmittag  
kein warmes Mittagessen für die Schüler  
sie können sich nirgends entspannen [3]
- (d) Vergleich mit dem Arbeitstag eines Fabrikarbeiters bei VW [1]
- (e) haben Schwierigkeiten beim Lesen der Fachtexte  
Eltern können nicht helfen [2]
- (f) zum Mittagessen  
zum Erledigen der Hausaufgaben  
zum Nacharbeiten des Unterrichtsstoffes mit den Coaches [3]
- (g) Schüler müssen sich nicht ständig umstellen/haben nur drei Fächer pro  
Tag  
**and two of the following**  
Lehrer haben Zeit, ein Thema umfassend zu behandeln  
Lehrer haben Zeit, Fragen zu beantworten  
Lehrer haben Zeit, nicht Verstandenes nochmals zu erklären [3]
- (h) wegen der Länge des Schultags  
wegen des [90 Minuten langen] Blockunterrichts  
wegen des Freizeit-Verlusts [3]
- (i) sie finden, dass alles gut läuft/viel besser als sie sich vorgestellt hatten  
**and two of the following**  
der Schultag vergeht schnell  
sie lernen mehr  
alles ist viel entspannter [3]

AVAILABLE  
MARKS

## 2 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 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 subtotal in the right-hand margin to facilitate totalling.
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. 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 20; the final mark should be transferred, ringed, to the top right-hand corner of the candidate's script.

## 2 Translation

Section		Suggested Translation	Credit
<b>1</b>	Around a quarter of nine-year-old boys and girls have a mobile phone today, and almost all children own one when they leave primary school.	Ungefähr ein Viertel der neunjährigen Jungen und Mädchen haben heute ein Handy, und fast alle Kinder besitzen eins, wenn sie die Grundschule verlassen.	
<b>2</b>	Nowadays, the mobile phone is the most important element in the life of young people. Many say that they can organise their free time better,	Heutzutage ist das Handy das wichtigste Ding im Leben von Jugendlichen. Viele sagen, dass sie ihre Freizeit besser organisieren können,	das Wichtigste die wichtigste Sache
<b>3</b>	because they can reach their friends more easily. Parents are also happy that they can phone their children at any time.	weil sie ihre Freunde leichter erreichen können. [Die] Eltern sind auch froh, dass sie ihre Kinder jederzeit anrufen können.	freuen sich auch zu jeder Zeit
<b>4</b>	When teenagers are asked how they use their phones, most say they would rather text than talk.	Wenn man Teenager fragt, wie sie ihre Handys benutzen, sagen die meisten, dass sie lieber texten als sich unterhalten.	wozu Telefone plaudern/ sprechen
<b>5</b>	Young people send or receive messages much more than adults. The wish to be like their friends is for many the main reason	Junge Leute schicken oder empfangen Nachrichten viel mehr als Erwachsene. Der Wunsch, so zu sein wie ihre Freunde, ist für viele der Hauptgrund,	ihren Freunden gleich zu sein
<b>6</b>	for having a mobile phone. Especially girls say they would feel lonely if no-one called them in the course of the day.	ein Handy zu haben. Insbesondere Mädchen sagen, sie würden sich einsam fühlen, wenn sie niemand im Laufe des Tages anrufen würde.	zu besitzen im Verlauf

<b>Band</b>	<b>AO3 Description of Performance</b>	<b>Marks</b>
<b>5</b>	The presentation of original information in the target language is excellent; work in this category is characterised by an almost faultless command of language. Grammar, structures and accuracy are of a very high order.	<b>9–10</b>
<b>4</b>	Faithful rendering, evidence of some minor errors, lexis and structures used confidently.	<b>7–8</b>
<b>3</b>	Satisfactory attempt overall or more than half of the information has been accurately rendered. Other aspects less effectively conveyed.	<b>5–6</b>
<b>2</b>	Limited in terms of language and style. Inaccuracies may be frequent and serious. Information not fully conveyed.	<b>3–4</b>
<b>1</b>	Little attempt to comply with the demands of the task. Gaps are evident or candidate may resort to using English.	<b>1–2</b>
<b>0</b>	No attempt to comply with the demands of the task.	<b>0</b>

**Targeted Assessment Objective AO3 [20]**

**Total**

**AVAILABLE  
MARKS**

20

**40**







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**German**

**Assessment Unit A2 3**

*assessing*

**Module 6: Literature/Society/Responsive Writing**

**[A2J31]**

**THURSDAY 21 JANUARY, MORNING**

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**MARK  
SCHEME**

*General instructions to Assistant Examiners concerning the marking of scripts.*

- 1 Appropriate word length should be understood in terms of the demands of the question, that is, “at least 250 words”. Shorter answers will be penalised. Candidates, however, who write long answers may also deny themselves access to the top bands because of irrelevance, imbalance and/or lack of focus. Overlong answers may also be at greater risk under AO3.
- 2 The question is to be marked out of 60. You should endeavour to use the full range of marks, rewarding the intelligent and perceptive answer in full measure and using the appropriate lower mark band for inadequate performances.

**3 (a) Literature**

Examiners should expect the following:

- thorough familiarity with set text;
- the cogent application of this knowledge to the particular requirements of the specific question being tackled;
- appropriate use of quotations and textual references; these need not be extensive.

**(b) Society**

Examiners should expect the following:

- detailed knowledge of the society topic;
- the cogent application of this knowledge to the particular requirements of the specific question being tackled.

**(c) Responsive writing**

Examiners should expect the following:

- detailed knowledge of the Context for Learning topic;
- the cogent application of this knowledge to the particular requirements of the question being tackled;
- satisfactory coverage of the topic in question;
- appropriate use of reference material relating to the Target Language country.

- 4 Examiners must make every effort to adhere to the norms and standards agreed at the standardising conference which is held shortly after the paper is sat. At the conference the paper will be reviewed, all questions will be considered and numerous sample answers discussed.

- 5 Insert ticks and crosses in the margin to indicate positive and negative factors, adding brief annotation where necessary to explain the mark awarded. A statement should be given at the end of the essay outlining the Examiner's opinion of it as reflected in the mark awarded. Such annotation is an essential part of the marking process.
- 6 Marks should be given at the end of the essay for each of the three assessment objectives. The total mark for the essay should be recorded and ringed in the top right-hand corner of the candidate's script.

**A2 Assessment bands for Literature/Society  
Target Assessment Objectives AO2, AO3, AO4. Total: 60 marks**

<b>Bands</b>	<b>AO2 Performance Descriptors Understanding</b>	<b>AO3 Performance Descriptors Target Language</b>	<b>AO4 Performance Descriptors Knowledge</b>	<b>Marks</b>
<b>5</b>	Candidate shows a very good understanding of the requirements of the question and addresses it appropriately and coherently. Minimum repetition and no irrelevant material used. Good degree of personal engagement and analysis.	Very good command of structure and idiom appropriate to level. Some errors but only where more complex language is used.	Candidate shows a very good knowledge of the text/theme/topic appropriate to this level supported by pertinent references.	<b>17–20</b>
<b>4</b>	Candidate shows a good understanding of the requirements of the question and generally addresses it appropriately and coherently. Personal engagement and analysis evident.	Good command of structure and idiom. Clear, well structured language much in evidence. Few basic errors evident. Wide use of appropriate vocabulary with few misspellings.	Candidate shows good knowledge of the text/theme/topic supported by appropriate references.	<b>13–16</b>
<b>3</b>	Candidate shows some understanding of the requirements of the question. Response is of a general nature, lacking structure and may be uneven.	Some control of basic structures evident. Generally characterised by lack of complex syntax, structures and limited vocabulary including frequent misspelling. There may be some use of anglicised forms.	Candidate shows adequate knowledge of the text/theme/topic. Information generally lacks detail.	<b>9–12</b>
<b>2</b>	The candidate shows limited understanding of the requirements of the question with evidence of misunderstanding or misinterpretation of main aspects. The response is unstructured and inconsistent.	Frequent errors and inconsistent control of basic structures. Generally has difficulty with basic vocabulary, both general and related to the text/theme/topic. Syntax highly fractured. Reverts frequently to use of anglicised forms and English words.	Candidate's knowledge of the text/theme/topic is defective or very limited. Information given is generally vague.	<b>5–8</b>
<b>1</b>	Candidate shows little or no understanding of the requirements of the question. Little or no relevant information offered.	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.	Candidate shows little or no knowledge of the literary text/theme/topic.	<b>0–4</b>