Rewarding Learning

ADVANCED
General Certificate of Education
2016

German

Assessment Unit A2 2
(Sections B and C)

assessing

Reading and Extended Writing

[AJ222]

THURSDAY 19 MAY, 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.

Section B: Reading

1 **(a)** Schlechtes [1]

  (b) Sammelstelle [1]

  (c) fremden [1]

  (d) dürfen [1]

  (e) ihnen [1]

  (f) lieber [1]

  (g) ihre [1]

  (h) kostbar [1]

  (i) schmutzig [1]

  (j) außen [1]

  Marks for AO2 [10]   10

2 **(i)** d [1]

  (ii) j [1]

  (iii) c [1]

  (iv) a [1]

  (v) h [1]

  (vi) b [1]

  (vii) f [1]

  (viii) k [1]

  (ix) e [1]

  (x) i [1]

  Marks for AO2 [10]   10

3 **(a)** kleine Familie/Familien mit wenigen Kindern
allein Erziehende [2]

(b) ein Haus mit Garten
es ist zu teuer [2]

(c) es wird nicht mehr so laut sein/das Leben wird leiser werden
Städte werden weniger emissionsbelastet sein [2]

(d) die Temperaturen werden steigen
es werden mehr Grünflächen (Parks) benötigt [2]

(e) kleine Geschäfte werden verschwinden
man wird noch weiter fahren müssen [2]

Marks for AO2 [10]

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]

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	Credit	Do Not Credit
1	The digital revolution is the most important event in the lives of the people who were born after the Second World War.	Die digitale Revolution ist das wichtigste Ereignis im Leben der Menschen, die nach dem Zweiten Weltkrieg geboren wurden.	sind	
2	The internet has changed the world more than the fall of the wall or the end of the Cold War.	Das Internet hat die Welt mehr verändert als der Fall der Mauer oder das Ende des Kalten Krieges.	Mauerfall	
3	It is everywhere today. If you want to listen to music or watch a film, or if you have to tell your friends something,	Es ist heute überall. Wenn man Musik hören oder einen Film sehen will, oder wenn man seinen Freunden etwas sagen muss,	erzählen	
4	you can do that on the internet. In the past young people rebelled against their parents	kann man das im Internet tun. In der Vergangenheit rebellierten junge Leute gegen ihre Eltern	Früher	
5	and protested in films and in music. Nowadays they use the internet.	und protestierten in Filmen und in Musik. Heutzutage benutzen sie das Internet.	in der Musik nutzen	
6	This is influencing our society more than we can imagine.	Dies beeinflusst unsere Gesellschaft mehr als wir es uns vorstellen können.		

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]