



Rewarding Learning

ADVANCED
General Certificate of Education
2019

German

Assessment Unit A2 2
(Section A)
assessing
Listening

[AGM21]

WEDNESDAY 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.

- 1 (a) in Guatemala/Mittelamerika [1]
- (b) sie machte einen Sprachkurs [1]
- (c) sie bietet Betreuung (am Nachmittag und am Wochenende) an [1]
um die Bildungschancen der Kinder zu verbessern [1] [2]
- (d) sie hat Briefe (an deutsche Hilfsorganisationen) übersetzt [1]
- (e) sie hat ein bisschen Englisch unterrichtet [1]
- (f) sie wollte benachteiligte Kinder unterstützen [1]
- (g) sie hat sich über das Land informiert [1]
- (h) sie ist entspannter geworden/sie hat gelernt, dass nicht immer alles so
läuft wie geplant [1]
- (i) Strom und Wasser [1]

AO1

**AVAILABLE
MARKS**

10

		AVAILABLE MARKS
2	(a) in old factory buildings [1] and abandoned stations [1]	[2]
	(b) in the mid-1990s	[1]
	(c) air pollution [1] and global warming [1]	[2]
	(d) first they cleaned the area [1] and then planted fruit and vegetables [1]	[2]
	(e) they want to do things themselves	[1]
	(f) urban gardeners don't buy strawberries in winter [1] (and become more critical consumers)	[1]
	(g) it's a meeting point [1] help each other/exchange all sorts of ideas [1]	[2]
	(h) almost 600 of them exist in Germany today [1] and they are supported by politicians [1]	[2]
	(i) it makes the towns/cities more attractive [1] and also improves the climate [1]	[2]
	AO1	15
	Total	25