



ADVANCED
General Certificate of Education
2023

German

Assessment Unit A2 2
(Section B)

assessing

Reading

[AGM22]

TUESDAY 6 JUNE, MORNING

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.

			AVAILABLE MARKS
1	(a) wollte	[1]	
	(b) Gründe	[1]	
	(c) vertrauen	[1]	
	(d) schnell	[1]	
	(e) Geschwistern	[1]	
	(f) Ausbildung	[1]	
	(g) hatte	[1]	
	(h) unterstützt	[1]	
	(i) schicken	[1]	
	(j) Führerschein	[1]	
Marks for AO2 [10]			10
2	(a) seine Eltern sind (überzeugte) Mitglieder der Nazi-Partei [1] er geht auf eine NS-Eliteschule [1]	[2]	
	(b) Hans Söhnker erzählt ihm von den Konzentrationslagern [1] und von den Schrecken des Krieges [1]	[2]	
	(c) als er sich weigert [1] auf amerikanische Soldaten zu schießen [1] wird er zum Tode verurteilt [1]	[3]	
	(d) seine markante Stimme [1] und seine strahlend blauen Augen [1]	[2]	
	(e) Rollen, die im Ausland [1] das Bild vom 'guten Deutschen' zeigen [1]	[2]	
	(f) zwei seiner Kinder sind im Theater, im Fernsehen und in Filmen berühmt geworden	[1]	
	(g) (abwechselnd) in Deutschland und in Kalifornien	[1]	
	(h) er geht in Schulen [1] und erzählt von seinen Erfahrungen im Dritten Reich [1]	[2]	
Marks for AO2 [15]			15

3 Summary

Candidates should mention the following points:

- Living space is becoming less and rents are rising.
- Therefore people are interested in the concept 'Tiny House' which originally came from America.
- These houses are cheaper to build and one can be mobile, as they are easily transported.
- Owners of small houses live by the idea that 'less is more' and are aware of the importance of sustainability and a healthy lifestyle. They also dream of living close to nature.
- After completing a school project Leopold Thomaschek was inspired to build his own tiny house.
- He is now an entrepreneur and uses the internet to offer expert advice on building these.

Examiners should allocate an overall mark for AO2 based on the performance descriptors grid.

QWC is assessed in this question.

Band	AO2 Performance Descriptors	Marks
5	The candidate displays a very high level of understanding of the stimulus and the task. The key points have been selected and covered within tolerance of the word limit. Very few errors. Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.	[13]–[15]
4	The candidate has understood the stimulus and the task well. Most of the key points have been conveyed but there may be a tendency to exceed the word limit. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.	[10]–[12]
3	The candidate shows some understanding of the stimulus but there is an uneven response to the demands of the task. At least half of the relevant information is given but coverage of the key points may be unbalanced. Presentation, spelling, punctuation and grammar are good and meaning is clear.	[7]–[9]
2	The candidate has made some attempt to deal with the demands of the task but less than half of the relevant information is given. The response is inconsistent. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.	[4]–[6]
1	The candidate demonstrates limited understanding of the stimulus or the task. Little relevant information is given. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.	[1]–[3]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

Marks for AO2 [15]

15

4 The translation is divided into seven sections. Each section is marked out of five. The marks are then totalled to give a final mark out of 35.

Section	Translation Passage	Suggested Translation	Credit	Do not credit
1	Nowadays, not so many Germans give money to charities and churches. However, the people who still donate money	Heutzutage geben nicht so viele Deutsche Geld an Hilfsorganisationen und Kirchen. Die Menschen jedoch, die noch Geld spenden,	Wohltätigkeitsorganisationen	
2	have become more generous. The older generation does this several times a year. It is not common	sind großzügiger geworden. Die ältere Generation macht das mehrmals im Jahr. Es ist nicht üblich		
3	to collect money on the street in Germany. A study has found that economic reasons are a factor.	in Deutschland Geld auf der Straße zu sammeln. Eine Studie hat herausgefunden, dass wirtschaftliche Gründe ein Faktor sind.		
4	But more and more Germans think that help for the poor should come from the state. On the other hand,	Aber immer mehr Deutsche denken, dass Hilfe für die Armen vom Staat kommen sollte. Andererseits		
5	many adults and young people do voluntary work. Last year less money was given to refugee organisations.	machen viele Erwachsene und junge Leute Freiwilligenarbeit. Letztes Jahr wurde weniger Geld an Flüchtlingsorganisationen gegeben.	ehrenamtliche Arbeit	
6	Despite the success of 'Fridays for Future', even environmental organisations have financial problems. Perhaps aid organisations have to find better ways	Trotz des Erfolgs von 'Fridays for Future', haben sogar Umweltorganisationen finanzielle Probleme. Vielleicht müssen Hilfsorganisationen bessere Wege finden,		
7	to reach young people in particular. No doubt, social media could be a positive influence.	um vor allem junge Leute zu erreichen. Zweifellos könnten Soziale Netzwerke ein positiver Einfluss sein.	insbesondere Medien	
Suitable alternative responses will be credited.				

Band	AO3 Performance Descriptors	Marks
5	The presentation of original information in the target language is excellent. Grammar, structures and accuracy are of a very high order.	[5]
4	A very good, faithful rendering, evidence of minor errors. Lexis and structures used confidently.	[4]
3	Good attempt overall and more than half of the information has been accurately conveyed.	[3]
2	Quite limited in terms of language. Inaccuracies may be frequent and serious. Less than half the information has been conveyed.	[2]
1	Very limited attempt to comply with the demands of the task. Gaps are evident and candidate may resort to using English.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

Marks for AO3 [35]

Total marks [75]