



Rewarding Learning

ADVANCED
General Certificate of Education

German

Assessment Unit A2 2
(Section B)

assessing

Reading

[AGM22]

Assessment

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of this mark scheme is to ensure that CCEA Assessment Resources are marked accurately, consistently and fairly. The mark scheme provides teachers 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 CCEA Assessment Resources, teachers 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.

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, teachers are expected to use their professional judgement to assess the validity of answers.

Positive marking

Teachers 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. Teachers 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.

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.

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, teachers 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, teachers are expected to use their professional judgement.

The following guidance is provided to assist teachers.

- **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.

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Question 2

Candidates are not usually required to reword their answer. If they do so, they run the risk of self-penalising if the meaning is not clear. The correct answer transcribed from the text will be awarded full marks. However, rewording may become necessary depending on how the question is framed. Whole sentences are not always required; a phrase or a word may be an acceptable answer.

As understanding and communication are the key elements in this task, minor errors in spelling or grammar may be overlooked, provided the word is recognisable and the overall meaning is clear. Candidates are awarded marks even though their response differs from the wording in the mark scheme, provided there is no ambiguity in their answer.

If candidates add in extra information, they will not lose marks unless this compromises the rest of their response.

Bracketed words are not essential.

No marks are awarded for answers in English.

Question 3

In Section B question 3 candidates are assessed according to the AO2 criterion by summarising information from a passage in the Target Language, selecting and reporting key points within tolerance of the word limit. In marking this question, teachers are advised to follow the General Marking Instructions and adhere closely to the Performance Descriptors provided.

The key points section in the mark scheme highlights points that the candidates may include but other information may be acceptable.

Question 4

In question 4 candidates must demonstrate the quality of their written communication.

They need to ensure that their text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear.

Verb formation and tenses are examples of major errors while gender and case are examples of minor errors.

| | | | AVAILABLE MARKS |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------|
| 1 | (a) Bevölkerung | [1] | |
| | (b) unterhalten | [1] | |
| | (c) sondern | [1] | |
| | (d) bezahlt | [1] | |
| | (e) gebracht | [1] | |
| | (f) Pakete | [1] | |
| | (g) sauber machen | [1] | |
| | (h) schlecht gelaunt | [1] | |
| | (i) Regelungen | [1] | |
| | (j) aussehen | [1] | |
| | | Marks for AO2 [10] | 10 |
| 2 | (a) Any three of the following: das Gemüse ist frisch [1] man benötigt praktisch keine Pestizide/die Luft wird gefiltert und bleibt frei von Schädlingen [1] es entstehen kaum Abfälle [1] man spart Transportkosten [1] | [3] | |
| | (b) Berlin ist kreativer (und vielfältiger) als andere Start-up Hubs [1] es bietet günstige Mieten [1] und eine reiche Kulturszene [1] | [3] | |
| | (c) man kann dort gut leben und arbeiten [1] ohne ein Wort Deutsch zu verstehen oder zu sprechen [1] | [2] | |
| | (d) das Wetter könnte besser sein [1] schwierige Finanzierungsmöglichkeiten/nicht so gut mit Investoren ausgestattet [1] | [2] | |
| | (e) Berlin braucht mehr echte Tech-Start-ups, die neue IT-Lösungen entwickeln [1] es sollte mehr Gründungen von Frauen geben [1] | [2] | |
| | (f) sie sind zu entspannt [1] es ist gar nicht so schlecht, dass die Sonne nicht so viel scheint [1] sonst würde gar nicht mehr gearbeitet werden [1] | [3] | |
| | | Marks for AO2 [15] | 15 |

3 Summary

Candidates should mention the following points:

- The rich city of Düsseldorf now offers an alternative city tour. This tour is from the perspective of people who live on the margins of society.
- The stops of the tour include a homeless shelter, a job centre, drug counselling centre, women's refuges and places where homeless people spend the night outdoors.
- The project 'Street Life' wants to create more understanding for people in difficulty and reduce prejudice against homeless people.
- The guides are former homeless people like Markus, who likes his new job as it gives him self-esteem.
- People are deeply affected by the tour.
- Due to the high demand the project will continue.

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 | At school Matthias Aumann was a very lazy pupil. He did not like studying and left school | In der Schule war Matthias Aumann ein sehr fauler Schüler. Er lernte nicht gern und er verließ die Schule | Lernen gefiel ihm nicht | |
| 2 | without any qualifications. His parents had a small garden shop and he decided to work for them for a while. | ohne einen Schulabschluss. Seine Eltern hatten ein kleines Gartengeschäft und er beschloss, eine Weile für sie zu arbeiten. | Qualifikationen | |
| 3 | He was hardworking and wanted to do something practical. When he was 23 he founded his own business and four years later | Er war fleißig und wollte etwas Praktisches tun. Als er 23 war, gründete er sein eigenes Unternehmen, und vier Jahre später | machen | |
| 4 | he already had 60 employees. He has become so successful because he uses social media for his advertising | hatte er schon 60 Angestellte. Er ist so erfolgreich geworden, weil er soziale Medien für seine Werbung benutzt, | | |
| 5 | and his name is now well known all over Germany. He has not only written books about his business success | und sein Name ist jetzt in ganz Deutschland bekannt. Er hat nicht nur Bücher über seinen Geschäftserfolg geschrieben, | | |
| 6 | but he also organises seminars where he talks about his experience. He wants to tell young people | sondern er organisiert auch Seminare, wo er über seine Erfahrungen spricht. Er will jungen Menschen sagen, | auf denen seine Erfahrung | |
| 7 | that they should believe in themselves and that they should have the courage to try new things. | dass sie an sich glauben sollen und dass sie den Mut haben sollen, neue Dinge auszuprobieren. | sollten zu versuchen | |
| 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]