



*Rewarding Learning*

**ADVANCED  
General Certificate of Education  
2024**

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**German**

**Assessment Unit A2 2  
(Section B)**

*assessing*

Reading

**[AGM22]**

**MONDAY 3 JUNE, MORNING**

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**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.

- 1 (a) laufen  
 (b) auswählt  
 (c) zurückgeschickt  
 (d) dass  
 (e) verändert  
 (f) Schwierigkeiten  
 (g) Folge  
 (h) teuer  
 (i) Gewicht  
 (j) sehen

Marks for AO2 [10]

10

- 2 (a) die Menschen arbeiten gegen ihren Biorhythmus [1]  
 (b) sie haben wenig Zeit [1]  
 für Familie und Freunde [1] [2]  
 (c) es kann zu Krebs führen [1]  
 (d) mit acht Menschen [1]  
 (e) fünf Stunden [1]  
 er findet das genug [1] [2]  
 (f) er hat jetzt nicht viel Zeit [1]  
 für private Kontakte [1] [2]  
 (g) die Nachtschichten waren eine zu große körperliche Belastung [1]  
 (h) sie ist verantwortlich für 28 Kolleginnen und Kollegen [1]  
 sie ist Mutter von zwei Söhnen [1] [2]  
 (i) sie liest eine Gutenachtgeschichte vor [1]  
 nach der Arbeit weckt sie die Kinder auf [1] [2]  
 (j) gegen 3.00 Uhr [1]

Marks for AO2 [15]

15

AVAILABLE  
 MARKS

### 3 Summary

Candidates should mention the following points:

- Nevin Subotic, a former refugee, is a successful football player who did not like the luxurious life football professionals often live. Instead, he wanted to use his popularity for meaningful work.
- He found out that in poor countries like Ethiopia the access to water can decide over life and death.
- Hence, he founded a charity with the focus on building wells mostly near schools and as a result guarantees the education and a positive future for children and adults alike.
- Since 2010 more than 500 wells were built and the lives of thousands of people were changed for ever. All donations go 100% to the project and Subotic pays the running costs.

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]**

AVAILABLE  
MARKS

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.**

<b>Section</b>	<b>Translation Passage</b>	<b>Suggested Translation</b>	<b>Credit</b>	<b>Do not credit</b>
<b>1</b>	18-year-old Tim Klein is a pupil at the 'Freie Waldorfschule' in Hanover. He says: "My school is different from normal schools.	Der achtzehnjährige Tim Klein ist Schüler an der 'Freien Waldorfschule' in Hannover. Er sagt: "Meine Schule ist anders als normale Schulen.		
<b>2</b>	Here we have no grades, but we get reports at the end of the school year. Our form teacher usually teaches all subjects.	Hier haben wir keine Noten, aber wir bekommen am Ende des Schuljahres Zeugnisse. Unser Klassenlehrer unterrichtet gewöhnlich alle Fächer.		
<b>3</b>	When we have difficulties we get individual help and support. Every student must learn two foreign languages	Wenn wir Schwierigkeiten haben, bekommen wir individuelle Hilfe und Unterstützung. Jeder Schüler muss zwei Fremdsprachen lernen		
<b>4</b>	and play an instrument. We also have other subjects like gardening. Normally we do project work. That means	und ein Instrument spielen. Wir haben auch andere Fächer wie Gartenarbeit. Normalerweise machen wir Projektarbeit. Das bedeutet,		
<b>5</b>	we study one topic for several weeks. Once a year we have work experience. Last summer two friends	wir lernen mehrere Wochen lang ein Thema. Einmal im Jahr haben wir ein Arbeitspraktikum. Letzten Sommer haben zwei Freunde	machen	
<b>6</b>	and I spent three weeks at a farm. We learnt how food is produced. It was an important experience for me.	und ich drei Wochen auf einem Bauernhof verbracht. Wir haben gelernt, wie Nahrung produziert wird. Es war eine wichtige Erfahrung für mich.		
<b>7</b>	I did not always like the work. But it has helped me to develop my self-confidence."	Die Arbeit hat mir nicht immer gefallen. Aber es hat mir geholfen, mein Selbstvertrauen zu entwickeln."	Selbstbewusstsein	
Suitable alternative responses will be credited.				

<b>Band</b>	<b>AO3 Performance Descriptors</b>	<b>Marks</b>
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 AO2 [35]**

**Total marks [70]**

*Source Q4 Adapted from "Was ich auf der Waldorfschule gelernt habe" by Tim Klein, 14 August 2019. © Haz.de*