



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2024**

---

**German**

**Assessment Unit AS 2  
(Sections B and C)**

*assessing*

**Reading and Use of Language**

**[SGM22]**

**TUESDAY 14 MAY, AFTERNOON**

---

**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.

**Section B: Reading**

- |          |   |     |
|----------|---|-----|
| <b>1</b> | <b>(a)</b> dreimal pro Woche  | [1] |
|          | <b>(b)</b> er wollte mehr Zeit mit ihr verbringen   | [1] |
|          | <b>(c)</b> sie hat früher viel Marmelade eingekocht   | [1] |
|          | <b>(d)</b> sie sieht gemütlich aus [1]<br>und unordentlich [1]  | [2] |
|          | <b>(e)</b> überall liegen Briefe und Postkarten von Fans [1]<br>sie hat über 200 000 Follower [1]<br>sie wurde bereits mehr als zehn Millionen Mal geklickt [1] | [3] |
|          | <b>(f)</b> sie möchte, dass Märchen nicht in Vergessenheit geraten  | [1] |
|          | <b>(g)</b> sie haben Sehnsucht nach der guten alten Zeit [1]<br>jeder kann sich mit der Beziehung Großmutter – Enkel identifizieren [1]                         | [2] |
|          | <b>(h)</b> sie beantwortet Fanpost (mit der Hand)   | [1] |
|          | <b>(i)</b> sie erzählt Geschichten aus ihrer eigenen Kindheit [1]<br>sie kommentiert Themen wie Stress mit Freunden [1]<br>sie erklärt die Nachrichten [1]      | [3] |
|          | <b>(j)</b> sie beschwerten sich, [1]<br>dass sie gar keine Zeit mehr für sie hat [1]  | [2] |
|          | <b>(k)</b> sie sind stolz   | [1] |
|          | <b>(l)</b> mit anderen Omas   | [1] |
|          | <b>(m)</b> sie muss noch zwanzig Jahre weitermachen   | [1] |

**Marks for AO2 [20]**

20

**AVAILABLE  
MARKS**

## 2 Translation

The translation is divided into six sections. Each section is marked out of 10. The total is then divided by 3 to give an overall mark out of 20.

QWC is assessed in this question.

Band	AO2 Performance Descriptors	Marks
5	Overall, a highly accurate, highly competent translation. Sensitive to register and idiom. Very few errors. Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.	[9]–[10]
4	A very accurate and competent translation. There may be minor errors. Good attention to structure and idiom. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.	[7]–[8]
3	A fairly accurate and fairly competent translation of at least half the section. Comprehension of the passage is rather limited. Presentation, spelling, punctuation and grammar are good and meaning is clear.	[5]–[6]
2	Inaccuracies in comprehension mean the information is not fully conveyed (less than half the section). Limited comprehension of the passage. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.	[3]–[4]
1	Very little attempt to complete the task. Often difficult to follow. Very limited comprehension of the passage. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.	[1]–[2]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

**Marks for AO2 [20]**

Section	Translation Passage	Suggested Translation	Credit	Do not credit
1	Leider gibt es heutzutage unter Jugendlichen immer noch zu viele Raucher. Warum Kinder, besonders zu Beginn der Pubertät, zur Zigarette greifen,	Nowadays there are unfortunately still too many smokers amongst young people. Why children reach for a cigarette particularly at the start of puberty		
2	kann viele verschiedene Gründe haben. Manchmal ist es nur Langeweile oder es ist die typische Rebellion gegen alles und jeden in den Teenagerjahren.	can have many different reasons. Sometimes it is only boredom, or it is the typical rebellion against everything and everybody in the teenage years.		
3	Sie meinen, dass sie mit einer Zigarette 'cool' aussehen. Sie wollen einfach ihre Freunde beeindrucken. Vor allem Mädchen sagen, dass sie rauchen,	They think that they look 'cool' with a cigarette. They simply want to impress their friends. Particularly girls say that they smoke		
4	um nicht zuzunehmen. Es kann jedoch sein, dass sie das Rauchen und Passivrauchen bereits von zu Hause kennen und	in order not to put on weight. However, it may be that they are already familiar with smoking and passive smoking from home and	so as not to know	
5	dass sie deshalb Mutter oder Vater imitieren. Zigaretten zu verbieten ist sicher keine Lösung. Aber wie sollten Eltern reagieren?	that they therefore copy their mother or father. Banning cigarettes is certainly not a solution. But how should parents react?		
6	Es ist wichtig, dass Erwachsene positive Vorbilder sind. Wenn Eltern selbst rauchen, ist das Risiko viel größer, dass auch ihre Kinder nikotinsüchtig werden.	It is important that adults are positive role models. If parents themselves smoke the risk is much greater that their children also become addicted to nicotine.		
Suitable alternative responses will be credited.				

**Marks for AO2 [20]**

**Total marks for AO2 [40]**

## Section C: Use of Language

AVAILABLE  
MARKS

- 1 (a) moderne [1]  
(b) junge [1]  
(c) kleinen [1]  
(d) gute [1]  
(e) ersten [1]

**Marks for AO3 [5]**

- 2 (a) wir [1]  
(b) sie [1]  
(c) ihm [1]  
(d) mir [1]  
(e) dich [1]

**Marks for AO3 [5]**

- 3 (a) Zum Frühstück hat er nur Toast mit Butter gegessen. [1]  
(b) Meine Eltern fliegen nach London. [1]  
(c) Er würde am liebsten vegetarisch kochen. [1]  
(d) Wir sahen uns den neuen Bond-Film an. [1]  
(e) Er hatte seinen Reisepass vergessen. [1]

**Marks for AO3 [5]**

- 4 (a) Ich kann nicht schlafen, obwohl ich müde bin. [1]  
(b) Meine Schwester hört gerne Musik, während sie ihre Hausaufgaben macht. [1]  
(c) Wir müssen noch einkaufen gehen, denn am Sonntag sind die Geschäfte geschlossen. [1]  
(d) Ich habe viel Deutsch gesprochen, als ich letztes Jahr in Berlin war. [1]  
(e) Ich fahre nicht mit dem Auto, sondern ich gehe zu Fuß. [1]

**Marks for AO3 [5]**

Section	English	Suggested Translation	Credit	Do not credit
(a)	I am interested in languages.	Ich interessiere mich für Sprachen.	Ich habe Interesse an Sprachen.	
(b)	Many people eat fast food because it tastes good.	Viele Leute essen Fastfood, weil es gut schmeckt.	Menschen weil es lecker ist/schmeckt denn es schmeckt lecker	
(c)	I like it when my teachers are in a good mood.	Ich mag es, wenn meine Lehrer gut gelaunt sind.	Es gefällt mir gute Laune haben/guter Laune sind	
(d)	It is important that we share the housework.	Es ist wichtig, dass wir die Hausarbeit teilen.		
(e)	In my opinion there is too much violence on the internet.	Meiner Meinung nach gibt es zu viel Gewalt im Internet.		
Suitable alternative responses will be credited.				

**Marks for AO3 [15]**

**Total marks [35]**

**AVAILABLE MARKS**

35