

New
Specification



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2017**

German

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

assessing

Reading and Use of Language

[SGM22]

TUESDAY 23 MAY, 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.

Section B: Reading

AVAILABLE
MARKS

- 1 (a) man läuft [1]
- (b) Sportschuhe [1]
und Ausdauer [1] [2]
- (c) man kann in mehr als zehn Städten [1]
sportliche Stadtführungen buchen [1] [2]
- (d) vor vier Jahren [1]
bei einem Besuch in Rom [1] [2]
- (e) historische Gebäude [1]
die Berliner Mauer [1]
die Spree [1] [3]
- (f) anderthalb Stunden [1]
- (g) ob sie Pausen machen [1]
oder durchlaufen wollen [1] [2]
- (h) die Gäste möchten nicht anhalten, [1]
aber es dauert länger, bis sie alles erzählt hat [1] [2]
- (i) nur so schnell, [1]
dass man sich noch gemütlich unterhalten kann [1] [2]
- (j) Geschäftsreisende [1]
- (k) **Two out of:**
nachdem man den ganzen Tag gesessen hat
bewegt man sich
und man sieht etwas von der Stadt [2]

Marks for AO2 [20]

20

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.

Quality of written communication 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]

Total marks [40]

Section	Translation Passage	Suggested translation	Credit	Do Not Credit
1	Kunst oder Vandalismus? Beim Thema Graffiti sind die Meinungen sehr unterschiedlich. Die Graffitikultur, so wie wir sie heute kennen, begann in New York.	Art or vandalism? On the topic of graffiti, opinions are very different. The graffiti culture, as we know it today, started in New York.		
2	Im Jahr 1970 schrieb ein Schüler seinen Spitznamen "TAKI 183" auf zahlreiche Wände der Stadt. Bald danach gab es immer mehr Jugendliche,	In 1970, a student wrote his nickname "TAKI 183" on numerous walls of the city. Soon after, there were more and more young people	pupil	
3	die seinem Beispiel folgten. Graffitisprayer haben verschiedene Gründe, warum sie Mauern, Tunnel, Brücken oder Züge besprühen.	who followed his example. Graffiti sprayers have different reasons, why they spray walls, tunnels, bridges or trains.		
4	Manche Jugendliche wollen mit ihren Graffiti-Botschaften gegen das langweilige Grau in den Großstädten protestieren. Andere Sprayer sehen sich als Künstler, die einfach malen wollen.	With their graffiti messages, some young people want to protest against the boring greyness in the cities. Other sprayers see themselves as artists who just want to paint.		
5	Viele von ihnen meinen: Je schwieriger ein Objekt zu erreichen oder zu besprühen ist, desto größer ist ihr Respekt in der Graffiti-Szene.	Many of them think: the harder an object is to reach or spray, the greater their respect in the graffiti scene.		
6	Viele Erwachsene zeigen sehr wenig Toleranz für Graffiti. Vor allem Hausbesitzer sind verärgert über Sprühfarbe auf Wänden, die sie dann wieder sauber machen müssen.	Many adults show very little tolerance of graffiti. House owners especially get annoyed about spray paint on walls that they have to clean again.		
Suitable alternative responses will be credited.				

Section C: Use of Language

AVAILABLE
MARKS

- 1 (a) rotes [1]
(b) gute [1]
(c) neue [1]
(d) jüngeren [1]
(e) großen [1]

Marks for AO3 [5]

- 2 (a) mir [1]
(b) sich [1]
(c) ihr [1]
(d) ihn [1]
(e) sie [1]

Marks for AO3 [5]

- 3 (a) Mein Opa hat bei Mercedes gearbeitet. [1]
(b) Mein Vater ist um sieben Uhr aufgestanden. [1]
(c) Ich werde mit meinen Eltern telefonieren. [1]
(d) Geld war nicht wichtig für mich. [1]
(e) Meine Schwester hilft mir immer bei meinen Hausaufgaben. [1]

Marks for AO3 [5]

- 4 (a) Mein Vater ist Arzt und meine Mutter ist Elektrikerin. [1]
(b) Mein Vater ist oft unterwegs, weil er Geschäftsmann ist. [1]
(c) Es ist so teuer, dass ich es mir nicht leisten kann. [1]
(d) Ich esse Obst und Gemüse, denn ich finde eine gesunde Ernährung wichtig. [1]
(e) Ich gehe aus, wenn ich mit meiner Schularbeit fertig bin. [1]

Marks for AO3 [5]

Section	English	Suggested translation	Credit	Do Not Credit
1	In my opinion computers have many advantages.	Meiner Meinung nach haben Computer viele Vorteile.		
2	My brother is younger than me.	Mein Bruder ist jünger als ich.		
3	Last year we spent the summer holidays in Switzerland.	Letztes Jahr haben wir die Sommerferien in der Schweiz verbracht.		
4	I would like to go to Austria to improve my German.	Ich möchte nach Österreich gehen, um mein Deutsch zu verbessern.	Ich würde gern ... fahren meine Deutschkenntnisse	
5	I get on well with my teachers.	Ich verstehe mich gut mit meinen Lehrern.	komme gut ... aus.	
Suitable alternative responses will be credited.				

Band	AO3 Performance Descriptors	Marks
3	Accurate translation, possibly with one minor error in more complex language.	[3]
2	Translation with minor errors.	[2]
1	Translation with major errors.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

Marks for AO3 [15]

Total marks [35]

AVAILABLE
MARKS

35