

**GCE**

**German**

Unit: **F712**: Listening, Reading and Writing 1

Advanced Subsidiary GCE

**Mark Scheme for June 2018**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## Annotations

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Large dot (Key point attempted)
	Caret sign to show omission
	Unclear
	Highlight
	Good language
	Slash
	Language better than mark implies
	Language not as good as mark implies
	Benefit of doubt
	Benefit of doubt not given
	Minus 1 (to show deduction of one mark)

Abbreviations	Meaning
/	Alternative and acceptable answers for the same marking point
( )	Words which are not essential to gain the mark
<u>    </u>	Underlined words must be included to gain the mark

**Subject-specific Marking Instructions**

- *You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The texts will not appear automatically on your marking screen.*
- *The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within scoris or email.*
- *Language marks: These are assessed separately – Grids C1,C2 and F2 – see guidance in the detailed sheets below.*
- *Where candidates give alternative answers, only the first one written or the one on the line should be marked.*

## Section A: Listening and Writing

## Aufgabe 1:

Question		Answer	Marks	Guidance
1	(a)	Stephan, Kurt	2	<b>Multi-choice</b>  <b>either</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate. There is no indication on QP of where 2 names are expected, therefore award 1 mark per correct name; ignore incorrect names; deduct 1 mark for each name beyond 10.
	(b)	Kurt	1	
	(c)	Petra	1	
	(d)	Stephan	1	
	(e)	Petra	1	
	(f)	Petra, Kurt	2	
	(g)	Stephan, Kurt	2	
<b>Total</b>			<b>10</b>	

## Aufgabe 2:

Question		Answer	Marks	Guidance
2	(a)	nahe gelegenen	1	<b>Gap-fill</b> The elements are scanned by the page. Use ticks for correct sentences. Insert mark out of 10.
	(b)	Sorgen	1	
	(c)	bekannt	1	
	(d)	schlecht	1	
	(e)	gefallen	1	
	(f)	ungewöhnlich	1	
	(g)	guter	1	
	(h)	wunderbar	1	
	(i)	Uni	1	
	(j)	unabhängig	1	
		<b>Total</b>	<b>10</b>	

## Task 3:

## Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary, just enter 1, 0 or NR.
- There is no need to use a cross (x) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in German get no marks.
- Ignore spelling mistakes in English as long as the answer is clearly recognisable and unambiguous.

Question		Answer	Marks	Guidance		
				Accept	Do not accept	
3	(a)	healthy / happy [any 1]	1			
	(b)	swimming	1			
	(c)	(more than) 10 hours <u>per week</u>	1			
	(d)	at school	1			
	(e)	she ate whatever she wanted	1			
	(f)	not a problem	1			
	(g)	when she moved from primary school to secondary/ Realschule	1		at secondary school	
	(h)	(i) father working long hours; mother could not manage on her own/had too much to do; all children had different hobbies [any 2]	2		sisters	
		(ii) needed more time for homework		1		
		(j) gained weight	1			
		(k)	(i) convinced herself she was fat; relatives teased her; she was depressed [any 2]	2		people she knew
		(ii) ate (only) once a day	1			
		(l)	had no energy / lost weight [any 1]	1		
	(m)					
		<b>Total</b>	<b>15</b>			

**Aufgabe 4: Schreiben****10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)****Task Specific Guidance**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- **Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.

**Annotations:**

- In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (λ).
- Use **BOD** with the tick (**BOD** ✓), if you had some doubt about awarding the point but decided to in the end.
- Use **NBOD** if you considered awarding the point but decided not to in the end.
- If a full point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use a cross (×), either in the margin or in the body of text.
- Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
- The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award. If you have used **BOD** or **NBOD** you may adjust the marks up or down.



## Aufgabe 4: Schreiben      Communication points

Question			Answer	Marks	Guidance	
					Accept	Do not accept
<b>4</b>	1		Als ich in der Grundschule war	1		
	2		habe ich (auch) viel Sport getrieben / gemacht	1		
	3		Bis ich 12 Jahre alt war / wurde	1		
	4		fiel es mir nicht schwer/ fand ich es leicht, schlank zu bleiben	1		
	5		Dann ging ich nicht mehr zum Training / hörte ich auf, zum Training zu gehen	1		
	6		weil ich zu viele Hausaufgaben hatte	1		
	7		Ich habe nicht mehr gesund gegessen	1		
	8		und ich habe <u>allmählich</u> zugenommen	1	langsam / dick werden	ganz schön
	9		Aber nachdem ich mit meinen Eltern darüber gesprochen hatte / habe	1		
	10		ging es mir besser	1		
			<b>Total</b>	<b>10</b>		

## Aufgabe 4: Schreiben Grid H.1

<b>GRID H.1</b>	<b>COMMUNICATION</b> <b>10 marks AO2</b>
<b>9-10</b>	<b>Most or all</b> of the information successfully conveyed.
<b>7-8</b>	<b>Three quarters</b> of the points conveyed.
<b>5-6</b>	<b>Half</b> of the information successfully conveyed.
<b>3-4</b>	Only <b>a quarter</b> of the points conveyed.
<b>0-2</b>	<b>Very little</b> or no information conveyed.

## Aufgabe 4: Quality of Language Grid C.2

QoL: Read response again and assess for language.

- **Annotations:** you may use the red slash ( / ) or the underlining tool ( -- ) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
7-8	<b>Language generally accurate.</b> Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>
5-6	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence structures.</b> Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
3-4	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	<b>Little evidence of grammatical awareness.</b> <b>Persistent,</b> serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.

Section B: Reading and Writing

Aufgabe 5:

Question			Answer	Marks	Guidance
5			Correct answers: b,e,f,g,h,j,l,n,q and r		<b>Identifying correct statements</b> This task is scanned in by the page. Tick the correct answers and insert a mark out of 10.
			<b>Total</b>	<b>10</b>	

**Aufgabe 6: Lesen****Task specific guidance**

The entire page appears on the screen twice: once for comprehension, once for you to assess to the QOL.

1. Familiarise yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
2. Go through all the responses and assess every question for **comprehension**.
  - a) Marks are awarded on a point by point basis, according to the mark scheme.
  - b) Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL.
  - c) For comprehension / content, remember that you are a 'sympathetic native speaker / sympathetic examiner'. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

**Annotations:**

Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark. The ticks add up automatically and you insert the total out of 15 in the box on the right.

- If you hesitated and decided to give or not to give the benefit of the doubt, use the appropriate annotation: **BOD** or **NBOD**. It is not expected that you will have to use such annotations very often.
- Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

## Aufgabe 6.: Lesen

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
6	(a)	ein Ehepaar mit einem oder mehreren Kindern	1		
	(b)	70 Prozent der Familien gehören zu diesem Modell	1		
	(c)	alleinerziehende Eltern	1		
	(d)	nichteheliche und gleichgeschlechtliche Lebensgemeinschaften	2		
	(e)	jährlich	1		
	(f)	8,1 Millionen	1		
	(g)	mindestens ein <u>minderjähriges</u> Kind	1	junges	
	(h)	leibliche Kinder und Stiefkinder	2		
	(i)	Soziologe	1		
	(j)	weil sie Kinder haben	1		
	(k)	in Europa und überall in der Welt	2		
	(l)	nein, relativ schnell	1		
		<b>Total</b>	15		

Assessing **Quality of Language**

- a) You will get a separate screen which will be the whole page (unannotated). Read all the answers again. To assist you in the application of Grid C.2 you may use annotations: the green L marking tool to highlight good language, slash (/) or the underlining tool (⏟) for serious errors, but it is not essential.
- b) Apply Grid C.2 and enter the mark.
- c) When candidates have left several questions unanswered, click on 'fit height' to have an overall view.
- If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
  - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
7-8	<b>Language generally accurate.</b> Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>
5-6	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
3-4	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	<b>Little evidence of grammatical awareness.</b> <b>Persistent, serious and elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.

The following list may be useful in applying Grid C.2 for this task but is not exhaustive:

6(c): *change of adjective ending from genitive plural*

6(e): *“jährlich” becomes an adverb and loses adjectival agreement*

6(i): *“des Soziologen” becomes the subject of the sentence (“Soziologe”)*

6(k): *adjectives with dative endings need to be nouns or adjectives in the nominative*

**Aufgabe 7: Lesen und Schreiben****Task specific guidance**

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 7a, 7b and then 7a + 7b again, but without the annotations in order to assess QoL.

**Task 7a: Comprehension. Grid I [10 marks]****a Annotations:**

- In the body of text, use a green tick ✓ to show that a point from the mark scheme below has been fully and successfully conveyed.
- *If an element of the point has been omitted, use the caret sign (λ).*
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

The annotations will give a global impression to help you apply Grid I accurately and consistently.

**b Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.

**c Copying / lifting:** *If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I).* Verbatim copying of the stimulus text results in no marks. Use the highlighting tool to show lifted language. Only phrases of more than 5 consecutive words should be counted as lifted language.



## Task 7(a)

Point			Indicative content	Marks	Content	Guidance
						Levels of Response
7	(a)	1	In 2015 22% of Germans lacked the money to go abroad on holiday.			<b>Grid I COMPREHENSION OF TEXT 9-10</b> <b>Consistently relevant</b> information. Includes <b>nearly all the points</b> from the original passage. Shows a <b>very clear understanding</b> of the text  <b>7-8</b> <b>Relevant information</b> showing understanding of <b>up to two thirds</b> of the points from the original passage. There <b>may be one or two instances of lifting</b> from the original passage.  <b>5-6</b> <b>Some relevant</b> information showing understanding of <b>up to half</b> of the points. There <b>may be instances of lifting</b> from the original passage.  <b>3-4</b> Little relevant information. Includes <b>up to a third</b> of the points, showing understanding of some of the points. <b>Over-reliance on phrases lifted from the original passage.</b>  <b>0-2</b> <b>No relevant information</b> or supplies <b>one or two relevant points</b> from the original passage.
		2	If you're creative you can do a variety of things at home			
		3	or you can relax on day trips.			
		4	Germany has numerous swimming baths.			
		5	There are a lot of beautiful lakes (all over Germany).			
		6	You can discover those that you don't know.			
		7	You can sun-bathe / cool off / swim cheaply.			
		8	If you can't afford to go abroad, cook an exotic meal.			
		9	German supermarkets have all the ingredients.			
		10	Try new things e.g. coconut			
		11	A free holiday with relatives (is a possible solution).			

Point			Indicative content	Marks	Guidance	
					Content	Levels of Response
		12	Find out what the attractions and sights of their area are.			
		13	Go on outings with them or simply sit / chat and drink wine.			
			<b>Total</b>	<b>10</b>		

## Task 7(b) Response Grid J [20 marks]

Question		Answer	Marks	Guidance	
				Content	Levels of Response
7	(b)	No Indicative Content – personal response	20	<p><b>Grid J:</b> Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. <i>The number of ticks you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark.</i></p> <p>Use the green tick (✓) in the body of the text to show each opinion / personal response and each development / extension of the opinion. NB: one opinion may have several extensions.</p>	<p><b>GRID J RESPONSE TO TEXT</b></p> <p><b>16-20</b> Responds with <b>well developed points of view</b> which show <b>insight, originality and imagination.</b></p> <p><b>12-15</b> Expresses <b>points of view</b> which are <b>consistently developed</b> and <b>respond to the requirements</b> of the task. Shows <b>some originality and/or imagination.</b></p> <p><b>8-11</b> Expresses <b>points of view which respond to the requirements</b> of the task. Some of these <b>may be developed</b> and there <b>may be some originality and/or imagination.</b></p> <p><b>4-7</b> Manages <b>the beginning of a response to the requirements</b> of the task. <b>May have difficulty in expressing and/or developing points of view.</b></p> <p><b>0-3</b> <b>Very short. May not go beyond points of view already expressed in the original text.</b></p>

## Task 7(a) +7(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 7a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	20	<p>a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>b. Ignore language lifted from the text when assessing language. Lifted language (phrases of more than 5 consecutive words) is not credited for QoL – only content points and/or personal response.</p>

## APPENDIX 1

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9-10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.	9-10	<b>Effective and confident use of a wide range of</b> vocabulary and idiom with a <b>variety of complex sentence structures</b> .
7-8	<b>Language generally accurate.</b> Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas</b> .	7-8	<b>Effective use of a range of vocabulary and structures</b> appropriate to the task, with <b>little repetition</b> . A <b>positive attempt to introduce variety</b> and to use a <b>range of complex sentence structures</b> (though not always able to maintain correct usage).
5-6	Shows evidence of <b>fair understanding of grammatical usage</b> . <b>Generally accurate use of simple sentence structures</b> . Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent</b> .	5-6	<b>Attempts to extend the range</b> of vocabulary, though still rather repetitive. <b>Attempts to use more complex language with some success</b> in producing a range of syntax and sentence structures appropriate to the task.
3-4	Evidence of <b>gaps in basic grammar</b> . <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures</b> . (Vocabulary and structures may be quite strongly influenced by the candidate's first language).	3-4	Use of a restricted range of <b>vocabulary and structures</b> . <b>Frequent repetition</b> of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0-2	<b>Little evidence of grammatical awareness</b> . <b>Persistent, serious and elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.	0-2	<b>Only simple sentence patterns</b> . <b>Very limited</b> vocabulary. Very limited range of structures.

## APPENDIX 2

## Transcripts of Listening Texts

## Aufgabe 1

## WAS IST EIN GUTER FREUND?

Drei deutsche Teenager äußern sich zum Thema Freundschaft. Was ist für jede Person wichtig? Schreiben Sie jeweils die passenden Namen (Stephan, Petra oder Kurt) unten.

Sie werden jeden Namen mehr als einmal brauchen, und manchmal zwei Namen pro Qualität

Stephan

**M:** Für mich ist es total wichtig, dass ich mit meinen Freunden lachen kann. Wir sollten alles diskutieren können, egal ob über ernste Themen oder Alltagssachen. Wir plaudern über die Schule, unsere Zukunftspläne, die Ferien – solange wir immer miteinander sprechen können. Wichtig ist auch, dass meine Freunde mit mir ehrlich sind. Wenn ich ihnen eine Frage stelle, will ich eine wahre Antwort bekommen.

Petra

**M:** Ich finde meine Freunde sehr wichtig. In letzter Zeit hatte ich einige Probleme, und meine Freunde waren immer für mich da, sogar wenn ich stundenlang über ganz persönliche Sachen reden wollte. Sie haben mich gut beraten können und wir verstehen uns jetzt noch besser als früher. Ich bin ihnen sehr dankbar.

Kurt

**M:** Es ist mir wichtig, dass ich meinen Freunden vertrauen kann – sie müssen immer mit mir offen sein. Ich muss mich auf sie verlassen können. Es ist auch gut, wenn wir die gleichen Interessen teilen. Dann können wir zusammen Spaß haben, z.B wenn wir lustige Sendungen im Fernsehen gucken.

**Aufgabe 2****TEILZEITJOBS**

**Hören Sie dieses Interview und setzen Sie das fehlende Wort in die Lücke ein. Wählen Sie das richtige Wort aus der Liste unten. Vorsicht, es gibt mehr Wörter als Lücken. Benutzen Sie jedes Wort nur einmal.**

**M:** Mit vierzehn Jahren habe ich zum ersten Mal gearbeitet. Es gab eine Gaststätte in der Nähe, wo man Küchenhilfe brauchte und ich wollte so gerne dort arbeiten. Meine Eltern hatten Bedenken, weil ich so jung war, aber am Ende waren sie damit einverstanden, hauptsächlich, weil der Küchenchef ein Freund der Familie war. Die Arbeitsstunden waren nicht besonders gut, weil ich oft bis relativ spät abends arbeiten musste, aber im Allgemeinen war meine erste Erfahrung in der Arbeitswelt recht positiv.

Als Teenager habe ich gelegentlich für Nachbarfamilien Babysitting gemacht. Ich weiß, dass dies vielleicht für einen Jungen kein normaler Job ist, aber es hat mir Spaß gemacht, und ich habe auch viel gelernt. Ich hoffe, dass diese Arbeit mir später helfen wird, ein guter Vater zu werden. Nach meinem sechzehnten Geburtstag habe ich auch in den Sommerferien gearbeitet. Ich habe die Arbeit im Sportgeschäft ganz toll gefunden. Der Kontakt mit den Kunden war immer sehr interessant, und meine Kollegen sind zu guten Freunden geworden. Ich hoffe, dass ich während meines Studiums einen genauso guten Job finden kann – ich liebe die Selbstständigkeit, die man genießt, wenn man sein eigenes Geld verdient.

**Task 3****HEALTHY LIFESTYLE**

**Listen to this radio interview with Angelika and answer the questions IN ENGLISH.**

**F:** Als ich jünger war, war ich immer gesund und deswegen auch glücklich. Mit drei Jahren habe ich begonnen, Ballett zu lernen, und mit sechs Jahren war's dann auch Schwimmen. Ich machte also mehr als zehn Stunden pro Woche Training, und dazu kam auch Sport in der Schule. Ich war immer ziemlich schlank und konnte alles essen, was ich wollte – das war kein Problem. Als ich aber mit zehn Jahren von der Grundschule auf die Realschule wechseln musste, ist das Leben viel komplizierter geworden. Mein Vater hatte zu der Zeit lange Arbeitsstunden. Wir waren drei Geschwister, und da wir alle verschiedene Hobbys hatten, war es schwer für meine Mutter, alles alleine zu schaffen. Leider musste ich also meine Schwimmstunden aufgeben. Mit Ballett machte ich eine Zeit lang weiter, bis ich entschieden habe, dass ich mehr Zeit für meine Hausaufgaben brauchte. Obwohl ich versucht habe, gesund zu essen, habe ich ziemlich schnell zugenommen, und bald war ich überzeugt, dass ich zu dick war. Einige Verwandte haben mich sogar geneckt, und das hat mich natürlich deprimiert. Kurz danach habe ich aufgehört, mehr als einmal pro Tag zu essen, und bald wurde das zu einem großen Problem. Ich war zwar wieder schlank geworden, aber ich hatte gar keine Energie mehr. Mit Hilfe meiner Eltern esse ich jetzt wieder fast 'normal', aber ich weiß, dass ich meine Probleme noch nicht hinter mir habe.

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