

GCE 2004
June Series



Mark Scheme

German

(Unit 1)

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Set and published by the Assessment and Qualifications Alliance.

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Unit 1

The assessment objectives will be allocated in the following way:

		% of AS	Marks
AO1	Response to spoken language	10	30
AO2	Response to written language	15	45
AO3	Knowledge of grammar	10	30
	TOTAL	35	105

The marks will be allocated in the following way:

	AO1	AO2	AO3
Short listening pieces	15		
Longer listening piece	15		10
Short reading texts		25	10
Longer reading text		20	10

General Principles

- In questions where a candidate has been required to tick an answer, no credit can be given if there are too many ticks in answer to a multiple choice question. Any ticks in addition to the maximum required will be taken from the candidate's total for the questions. For example, in a question requiring a maximum of 4 ticks, if a candidate has ticked 5 boxes and three of these are correct then a mark of $3 - 1 = 2$ will be awarded.
- Where a candidate repeats the same error within a question, no further penalty should be imposed in awarding a mark for Communication.
- In awarding marks for A03 (Knowledge of Grammar) for answers in response to the reading passages examiners should take into account to what extent the candidate has attempted to use his/her own language. If a candidate has entirely copied from the original then this response could not be considered when awarding marks for Quality of Language.

For answers in response to the listening passages candidates may well rely on the original spoken text. Therefore candidates can use the same wording from the original target language they hear and score marks for A03, although there will have to be a certain amount of accuracy in spelling, and some attempt at manipulation (eg in changing the verb endings to suit the third rather than the first person).

- English spellings are not accepted unless the word is spelt the same in both languages.
- Where marks are awarded for quality of language, the principle to be applied is that the quality of language marks can only be awarded for successfully conveying the required content. The following principles will therefore apply:
 1. If the maximum mark for comprehension and quality of language is the same, the mark awarded for quality of language may not exceed the mark awarded for comprehension.
 2. If the maximum marks for comprehension and quality of language are not the same, the maximum mark which may be awarded for quality of language is indicated by tables (d) and (b).

Part A

1.

R	NA	F	R	F
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5 marks (AO1)

2.

	Key Idea	Marks	Accept	Reject
(a)	(rund) 14%	1		
(b)	Essstörungen	1	Essenstörungen Es-störungen Essstorungen Essstörung Estörungen Esstörungen Magersucht	Eststörungen Es Störungen Essturungen
(c)	zweithäufigste <u>Todesursache</u> (nach Unfällen)	1	zweitgrößte zweithöchste	zwei häufigste 2 häufigste
(d)	(die veränderte) Familienstruktur (die (hohe) Zahl) von Ehescheidungen/Scheidungen (die Zahl von) alleinerziehenden Eltern (Familien mit) <u>Eltern</u> unterschiedlicher Nationalität (2 from 4)	2	alleinstehenden allein Eltern alleinerzeihenden Eltern unterscheidlicher Nationalität verscheidener Nationalität	Erscheidungen Trennungen anderen

5 marks (AO1)

3. **NB Quality of English will be taken into account when awarding marks.**

Key Idea	Marks	Accept	Reject
• <u>more</u> chances/rights/security (any 2 for 1 mark)	1	chance opportunity	safety
• the (many) reforms (which have been introduced)	1	(improvements in) financial support. child benefit (increased) reform/change	reference to family politics reform of families
• (roughly) 2000 Euros per year /in 2002	1		
• combining job and family	1	having a job and family	reducing working hours
• <u>whole-day</u> care for children	1	all day/full day all day nursery	every day/day care child care in isolation

5 marks (AO1)

Total marks for Part A = 15 marks

Part B**4.**

	Key Idea	Marks	Accept	Reject
(a)	den Führerschein mit <u>17</u> und ein Jahr in Begleitung (Auto fahren)	1 1	ein Jahr mit Mitfahrer	Begleichung
(b)	dass die Unfallzahlen (bei jungen Fahrern) sinken werden/gesenkt werden	1	Unfälle	Unfallsahlen zenken Umfall
(c)	Das ist keine Garantie für verantwortungsvolles Fahren or similar eg. Sicherheit	1	Garantie	Guarantee ein älterer Begleiter ist nicht immer ein verantwortungsvoller Fahrer
(d)	sie sind eine (immense) Gefahr für den (Straßen)verkehr/Es gibt/sie haben mehr Unfälle	1	gefährlich für den Verkehr/die Straße Gefahr auf der Straße	
(e)	er kann Fahranfänger beraten/raten/unterrichten er kann sie schulen/verbessern beruhigend auf sie wirken Unfallzahlen senken (3 from 4)	1 1 1	...werken	helfen Schulen
(f) (i)	(sie finden die Idee) gut	1		
(f) (ii)	der Kontrolleur (sitzt immer dabei/auf dem Beifahrersitz)	1	Beifahrer Begleitperson	Begleichperson
(g)	Selbstüberschätzung	1		

	Key Idea	Marks	Accept	Reject
(h)	die Begleitperson (or equivalent) kann nicht immer	1		Begleicht...
	einen positiven Einfluss haben	1		
(i)	Die Erfahrungen sind positiv	1	Die Situation ist besser/gut	
	die <u>Unfallzahlen</u> sinken	1		
	die Deutschen sind skeptisch	1		
	2 from 3			

15 marks (AO1)

(d) Where maximum mark for comprehension is 15 and maximum mark for quality of language is 5:

Mark for comprehension	Maximum mark for quality of language
15, 14, 13	5
12, 11, 10	4
9, 8, 7	3
6, 5, 4	2
3, 2, 1	1
0	0

The five marks for Quality of Language (**AO3**) for question (a) to (i) will be applied as follows:

5	The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies, but these tend to occur in more complex structures.
4	The manipulation of basic structures is generally sound with some examples of more complex structures, but these mostly result in increased inaccuracy.
3	There is some awareness of structure. There are still basic errors but communication is generally maintained.
2	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structures. Errors are such that communication is seriously impaired.

5.

(a)	hat...diskutiert/diskutierte/hatte...diskutiert reject musste...diskutieren	1
(b)	betrifft/betraf	1
(c)	findet/fand/fände	1
(d)	darf/durfte/dürfte/dürfe	1
(e)	akzeptieren wird/akzeptiert (reject nicht)	1

5 marks (AO3)**Total for Part B: = 25 marks****Part C**

6.

(a)	(i)	1
(b)	(iii)	1
(c)	(i)	1
(d)	(ii)	1
(e)	(i)	1
(f)	(ii)	1
(g)	(ii)	1

7 marks (A02)

7.

a	P
b	K
c	T
d	S
e	M
f	P
g	T
h	J

8 marks (AO2)

8.

	Key Idea	Marks	Accept	Reject
(a)	sie wurden nicht durch Sendungen (wie "Superstars") gefördert oder durch die 'Musikmaschine' sie wollten/möchten einfach singen/Stars zu werden hatten sie nicht im Kopf (2 from 3)	2		
(b)	es hat (beim ersten Konzert) geregnet es kamen (nur) 15 Zuhörer sie waren (ein Mal) erkältet (und konnten nicht singen)	1 1 1		krank

	Key Idea	Marks	Accept	Reject
(c) (i)	ein Image basteln/machen/ sie sollten bestimmte Kleider tragen	1	ihr Image verbessern	use of incorrect pronoun sie wollten uns ein Image basteln
(c) (ii)	sie haben (das) abgelehnt	1	sie fanden es nicht gut sie waren dagegen sie waren nicht positiv	
(d)	sie sind auf dem anderen Weg gekommen	1	sie haben es allein gemacht	
	sie werden für 'echt' gehalten	1		
(e)	sie waren 'Freundinnen'	1	sie hatte keine anderen Freundinnen	ihr seid meine Freundinnen sie waren deine Freundinnen sie waren seine Freundinnen

10 marks (AO2)

The ten marks for Quality of Language (**AO3**) for questions (a) to (e) will be applied as follows:

9-10	The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies, but these tend to occur in more complex structures.
7-8	The manipulation of basic structures is generally sound with some examples of more complex structures, but these mostly result in increased inaccuracy.
5-6	There is some awareness of structure. There are still basic errors but communication is generally maintained.
3-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-2	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

Total for Part C = 35 marks

Part D**9.**

	Key Idea	Marks	Accept	Reject
(a)	Er ist Vater/Papa 19 Azubi noch nicht erwachsen (3 from 4)	3	Er hat einen Sohn Er ist jung	sie sind jung Er lernt noch
(b)	(Er ist damit) glücklich	1	zufrieden	
(c)	finanzielle (Hilfe) moralische (Hilfe) Liebe (gezeigt) 2 from 3	2		
(d)	im dritten Monat	1	drei Monate später nach drei Monaten	seit 3 Monaten für 3 Monate mit 3 Monaten
(e)	(sie haben sich) in der Tanzschule (kennen gelernt)	1		
(f)	Er wird seine Prüfung ablegen/Elektriker werden Er wird mehr Geld verdienen	1 1	seine Ausbildung wird bald zu Ende sein	jetzt verdient er mehr Geld
(g)	Er gibt (dem Kind) die Flasche Er wechselt die Windeln Er kleidet es an	1 1 1		
(h)	Er versucht (viel) Zeit mit ihm zu verbringen auch wenn er <u>lange</u> arbeitet/lange/viel arbeiten muss	1 1		Er will ihn nicht missen

	Key Idea	Marks	Accept	Reject
(i)	Er macht eine Ausbildung im Traumjob	1	Traumjob in isolation seine Arbeit gefällt ihm Er liebt seinen Job	
	Er lebt glücklich mit seiner Frau/Partnerin/mit dem Kind	1	Er liebt seine Frau usw	
(j)	(weite) Reisen Geld <u>schnelle</u> Autos Statussymbole (3 from 4)	3		

20 marks (AO2)

(b) Where maximum mark for comprehension is 20 and maximum mark for quality of language is 10:

Mark for comprehension	Maximum mark for quality of language
20, 19	10
18, 17	9
16, 15	8
14, 13	7
12, 11	6
10, 9	5
8, 7	4
6, 5	3
4, 3	2
2, 1	1
0	0

The ten marks for Quality of Language (**AO3**) for questions (a) to (g) will be applied as follows:

9-10	The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies but these tend to occur in the more complex structures.
7-8	The manipulation of basic structures is generally sound with some examples of more complex structures but these mostly result in increased inaccuracy.
5-6	There is some awareness of structure. There are still basic errors but communication is generally maintained.
3-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-2	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

Total for Part D = 30 marks
Total for Paper: 105 marks

QUALITY OF LANGUAGE MARKS (Units 1 & 4)

Where marks are awarded for quality of language, the principle to be applied is that the quality of language marks can only be awarded for successfully conveying the required content. The following principles will therefore apply:

3. If the maximum mark for comprehension and quality of language is the same, the mark awarded for quality of language may not exceed the mark awarded for comprehension.
4. If the maximum marks for comprehension and quality of language are not the same, the maximum mark which may be awarded for quality of language is indicated by the following tables:

(a) Where maximum mark for comprehension is 10 and maximum mark for quality of language is 5:

Mark for comprehension	Maximum mark for quality of language
10, 9	5
8, 7	4
6, 5	3
4, 3	2
2, 1	1
0	0

(b) Where maximum mark for comprehension is 20 and maximum mark for quality of language is 10:

Mark for comprehension	Maximum mark for quality of language
20, 19	10
18, 17	9
16, 15	8
14, 13	7
12, 11	6
10, 9	5
8, 7	4
6, 5	3
4, 3	2
2, 1	1
0	0

(c) Where maximum mark for comprehension is 10 and maximum mark for quality of language is 10:

Mark for comprehension	Maximum mark for quality of language
10, 9	10
8, 7	8
6, 5	6
4, 3	4
2, 1	2
0	0

(d) Where maximum mark for comprehension is 15 and maximum mark for quality of language is 5:

Mark for comprehension	Maximum mark for quality of language
15, 14, 13	5
12, 11, 10	4
9, 8, 7	3
6, 5, 4	2
3, 2, 1	1
0	0

(e) Where maximum mark for comprehension is 12 and maximum mark for quality of language is 10:

Mark for comprehension	Maximum mark for quality of language
12, 11, 10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1
0	0

- (f) Where maximum mark for comprehension is 6 and maximum mark for quality of language is 5:

Mark for comprehension	Maximum mark for quality of language
6, 5	5
4	4
3	3
2	2
1	1
0	0

- (g) Where maximum mark for comprehension is 7 and maximum mark for quality of language is 5:

Mark for comprehension	Maximum mark for quality of language
7, 6	5
5, 4	4
3	3
2	2
1	1
0	0

- (h) Where maximum mark for comprehension is 8 and maximum mark for quality of language is 5:

Mark for comprehension	Maximum mark for quality of language
8, 7	5
6, 5	4
4, 3	3
2	2
1	1
0	0

- (i) Where maximum mark for comprehension is 9 and maximum mark for quality of language is 5:

Mark for comprehension	Maximum mark for quality of language
9, 8	5
7, 6	4
5, 4	3
3, 2	2
1	1
0	0