



# **General Certificate of Education**

## **German 6661**

### **GR04      Contemporary Issues**

# **Mark Scheme**

*2007 examination - June series*

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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**Unit 4**

The assessment objectives will be allocated in the following way:

|     |                              | <b>% of A Level</b> | <b>Marks</b> |
|-----|------------------------------|---------------------|--------------|
| AO1 | Response to spoken language  | 5                   | 40           |
| AO2 | Response to written language | 7.5                 | 60           |
| AO3 | Knowledge of grammar         | 5                   | 40           |
|     | <b>TOTAL</b>                 | 17.5                | 140          |

The marks will be allocated in the following way.

|                         | <b>AO1</b> | <b>AO2</b> | <b>AO3</b> |
|-------------------------|------------|------------|------------|
| Short listening pieces  | 18         |            | 5          |
| Longer listening pieces | 22         |            | 15         |
| Short reading texts     |            | 25         |            |
| Longer reading text     |            | 35         | 20         |

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## 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.

1.

|     |                             |   |
|-----|-----------------------------|---|
| (a) | <i>am Wochenende</i>        | 1 |
| (b) | <i>ums Leben gekommen</i>   | 1 |
| (c) | <i>in den Bergen</i>        | 1 |
| (d) | <i>das schlechte Wetter</i> | 1 |

4 marks (AO1)

2. Falsche Sätze:

|       |     |
|-------|-----|
| (i)   | (a) |
| (ii)  | (d) |
| (iii) | (g) |

Korrekturen:

|     | Key Idea  | Mark | Accept   | Reject                                   |
|-----|---|------|--|--|
| (a) | <i>Der Teddy wird (bald) auf den Markt kommen / ist <b>noch nicht</b> auf den Markt gekommen.</i> | 1    | <i>Es ist nicht bekannt, wann der Teddy auf den Markt kommt.</i> | any past tense combined with <i>bald</i> |
| (d) | <i>In dem Bauch befindet sich ein Computer.</i>   | 1    | <i>In dem Kopf ist eine Kamera.</i>                              |  |
| (g) | <i>Es ist noch nicht bekannt / man weiß nicht / man hat keine Ahnung, was er kosten wird.</i>     | 1    | <i>Preis, Kosten</i>   |  |

6 marks

3.

|         | Key Idea  | Mark   | Accept  | Reject                          |
|---------|---|--------|---|---------------------------------|
| (a)     | <i>Sie sind in (den) Entwicklungsländern (zu sehen / besonders spürbar).</i>  | 1      | <i>Entwicklungsland in der Dritten Welt</i>   |                                 |
| (b)     | <i>Jeder Fernflugpassagier / Er trägt mehr zum <b>Klimawandel</b> als in 5 Jahren durch Autofahren bei.</i>   | 1      |   |                                 |
| (c)     | <i>(Sie diskutieren,) wie die <b>Klimabelastung</b> reduziert werden kann.</i>  | 1      | <i>reduzieren kann</i>  | <i>Belästigung, Belastigung</i> |
| (d)(i)  | <p><b>2 of the following for 1 mark each:</b></p> <p><i>Es ist freiwillig.</i></p> <p><i>Wer fliegt bezahlt für die Umwelt.</i></p> <p><i>Passagiere zB von Bonn nach Miami müssen <b>45 Euro</b> bezahlen.</i></p>                         | 1<br>1 | <p><i>Wer fliegt, spendet für die Umwelt (2 marks)</i></p> <p><i>Die Passagiere/ Fluggäste...</i></p> <p><i>...wegen der Verschmutzung, die sie verursachen</i></p> |                                 |
| (d)(ii) | <i>Klima(schutz)projekte in Entwicklungsländern (werden finanziert).</i>  | 1      | <i>Umweltprojekte Entwicklungsland</i>  | <i>Projekte (alone)</i>         |
| (e)     | <p><b>2 of the following for 1 mark each:</b></p> <p><i>Es bleibt nicht (bei) freiwillig(en Projekten).</i></p> <p><i>(Sie befürchten die Einführung einer) Umweltsteuer.</i></p> <p><i>Das würde die <b>Urlaubspreise</b> erhöhen.</i></p> | 1<br>1 | <i>Die Urlaubspreise würden steigen.</i>  |                                 |

8 marks (AO1)

PLUS a maximum of 5 marks for use of language = Total - 13 marks

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                                    |

The five marks for Quality of Language (A03) for questions (a) to (e) will be applied as follows:

| <b>Knowledge of Grammar (A03)</b> |   |
|-----------------------------------|---|
| 5                                 | The grammatical structures in the specification are used accurately. There are occasional errors but these are of a minor nature. |
| 4                                 | Grammar is sound. Tenses and agreements are reliable. There are errors but mostly only in the most difficult areas.               |
| 3                                 | The grammatical structures are generally known but success in applying them is inconsistent.                                      |
| 2                                 | Evidence of serious gaps in basic grammar. Even common structures are not sound and some irregular verbs are poorly constructed.  |
| 0-1                               | Errors are elementary and so numerous as to impede comprehension.   |

Only answers marked correctly for comprehension can be considered for A03.

**Total for Part A = 23 marks**

**Part B**

4.

|          | <b>Key Idea</b>   | <b>Mark</b> | <b>Accept</b>  | <b>Reject</b>                 |
|----------|---|-------------|--|-------------------------------|
| (a)      | 1998  | 1           |  |                               |
| (b)(i)   | <i>Muslimin / muslimisch</i>  | 1           | <i>Muslim / Islam</i>  |                               |
| (b)(ii)  | <i>Afghanistan</i>  | 1           |  |                               |
| (b)(iii) | <i>Deutsche</i>   | 1           | <i>Deutsch / land</i>  |                               |
| (b)(iv)  | <i>Lehrerin</i>   | 1           | <i>Lehrer</i>  | <i>Studentin [on its own]</i> |
| (c)(i)   | <i>weil sie ein Kopftuch trug / wegen des / ihres Kopftuches</i>  | 1           | <i>Die Landesregierung sah in dem Kopftuch ein Symbol des islamischen Fundamentalismus</i> | <i>Kopftuch (on its own)</i>  |
| (c)(ii)  | <i>Die Landesregierung sah in dem Kopftuch ein Symbol des (islamischen) Fundamentalismus</i><br><br><i>auch ein Symbol der Ungleichheit von Mann und Frau / der Unterdrückung von Frauen</i>  | 1<br>1      | <i>Es ist ein Symbol...(even if Kopftuch is not mentioned in c(i))</i><br><br><i>Man</i>   | <i>man</i>                    |
| (d)      | <i>dass sie <b>Wahl</b>möglichkeiten haben</i><br><i>dass ihre (persönliche) Entscheidung wichtig ist</i><br><i>(OR dass sie selbst wählen können, ob sie das Tuch tragen oder nicht (2))</i> | 1<br>1      | <i>Sie haben eine Wahl</i><br><i>Sie können wählen</i><br><br><i>es [for das Tuch]</i>     | <i>etwas [for das Tuch]</i>   |

**10 marks (AO1)**



5.

|     | Key Idea  | Mark   | Accept   | Reject   |
|-----|---|--------|--|--|
| (a) | <i>Darf eine Lehrerin ein Kopftuch tragen? / Ob...trägt</i><br><i>Darf sie ihre Zugehörigkeit zur (muslimischen) Religion sichtbar machen?</i>        | 2      | <i>und damit ihre Religion klar zeigen</i><br><i>sichtbar</i>  |  |
| (b) | <i>Das Verbot soll <b>Mitte</b> April in Kraft treten</i>   | 1      | <i>Mittel</i><br><i>beginnt</i>  | <i>mit</i>   |
| (c) | <i>Baden-Württemberg war das erste Bundesland, in dem dieses Gesetz beschlossen wurde</i>   | 1      | <i>...wo das passiert ist</i>  | <i>geschlossen</i>                                     |
| (d) | <i>Christen dürfen das Kreuz und Juden die Kippa tragen / Die Darstellung christlicher und jüdischer Kulturwerte ist noch erlaubt</i>                 | 2      | [1 mark for reference to Christianity and 1 mark for reference to Judaism]                                     |  |
| (e) | <i>In Hessen gilt dieses Verbot für alle Beamtinnen.</i><br><i>In Berlin will man alle religiösen Symbole aus staatlichen Institutionen entfernen</i> | 1<br>1 | <i>Beamtinnen, Beamten</i><br><i>In Berlin werden religiöse Symbole in staatlichen Institutionen verboten.</i> | <i>als</i><br><i>städtlich, städtlich</i>              |
| (f) | <i>In Hamburg arbeitet seit 2000 eine Lehrerin, die das Kopftuch trägt.</i><br><i>Man ist mit ihr / ihrer Arbeit ganz zufrieden.</i>                  | 1<br>1 |  | <i>2000 Lehrerinnen</i><br><i>Frauen / Lehrerinnen</i> |
| (g) | <i>Es kommt nicht darauf an, was eine Lehrerin auf dem Kopf hat, sondern was sie <b>im</b> Kopf hat.</i>  | 1<br>1 | <i>sie, man</i>  |  |

12 marks (AO1)

PLUS maximum of 10 marks for use of language (AO3)

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                                    |

The ten marks for Quality of Language (A03) will be applied as follows:

| <b>Knowledge of Grammar (A03)</b> |  |
|-----------------------------------|--|
| 9-10                              | Very good command of the language. Good use of idiom, complex structures and a wide range of vocabulary. Highly accurate grammar and sentence structure; only occasional mistakes.   |
| 7-8                               | Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure. Generally accurate.   |
| 5-6                               | A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors are generally minor but with some serious errors in more complex structures. |
| 3-4                               | Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.   |
| 0-2                               | Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may cause difficulties for immediate comprehension.   |

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**6.**

|       |                    |   |
|-------|--------------------|---|
| (i)   | <i>Musliminnen</i> | 1 |
| (ii)  | <i>gezwungen</i>   | 1 |
| (iii) | <i>für</i>         | 1 |
| (iv)  | <i>müssen</i>      | 1 |
| (v)   | <i>wenn</i>        | 1 |

**5 marks (AO3)**  
**Total for Part B = 37 marks**

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**Part C**

7.

|       |          |   |
|-------|----------|---|
| (i)   | Heinrich | 1 |
| (ii)  | Peter    | 1 |
| (iii) | Rita     | 1 |
| (iv)  | Rita     | 1 |
| (v)   | Peter    | 1 |
| (vi)  | Rita     | 1 |

**6 marks (AO2)**

8.

|     |    |   |
|-----|----|---|
| (a) | R  | 1 |
| (b) | NA | 1 |
| (c) | R  | 1 |
| (d) | F  | 1 |
| (e) | F  | 1 |
| (f) | F  | 1 |
| (g) | NA | 1 |
| (h) | R  | 1 |

**8 marks (AO2)**

9.

|         | <b>Key Idea</b>  | <b>Mark</b> | <b>Accept</b>  | <b>Reject</b>  |
|---------|--|-------------|--|--|
| (a)     | <p>Sie bekommen einen Mini-Computer (leihweise) mit <b>nach Hause</b>.</p> <p>Sie können die Klinik (via Internet) <b>über den Heilungsprozess</b> informieren.</p> <p>Sie können ein (Digital)foto (an die Klinik) schicken.</p>  | 1<br>1<br>1 | Sie können einen M-C nach Hause nehmen.<br>in Kontakt bleiben    | unter virtueller Kontrolle<br>Ärzte schicken Informationen |
| (b)     | <p>Man kann Patienten besser behandeln.</p> <p>Die Krankenhäuser können <b>Therapien</b> effizienter / besser organisieren.</p> <p>Sie können auch Kosten sparen.</p>  | 1<br>1<br>1 | Man kann...<br><br>Es ist billiger<br>sie geben weniger Geld aus | handeln<br><br>wenig Geld                                  |
| (c)(i)  | dass die Patienten falsche Schlüsse ziehen (können).   | 1           |  |  |
| (c)(ii) | (Nur) Patienten, die psychisch stabil (genug) sind, kommen für das Projekt in Frage.   | 1           | sie (only if Patienten referred to in c(i))                      | physisch   |
| (d)     | <p><b>3 of the following for 1 mark each:</b></p> <p>Es verbessert die Behandlungsqualität.</p> <p>Man kann (auf dem PC) Diagnosen eingeben/machen / haben / bekommen</p> <p>Man kann Informationen über Patienten eingeben.</p> <p>Man kann Angaben zur (spezialisierten) Weiterbehandlung eingeben.</p> <p>Man kann ein <b>passendes</b> Krankenhaus finden.</p> <p>Das Krankenhaus kann sich auf den Patienten vorbereiten.</p> | 3           | Es bietet Hilfe mit Diagnosen.                                   | Der PC macht Diagnosen.                                    |

11 marks

Total for Part C = 25 marks

**Part D****10.****(a)**

|       |  |   |
|-------|--|---|
| (i)   | <i>nichts zu tun haben</i>                                       | 1 |
| (ii)  | <i>Häftlingen</i>  | 1 |
| (iii) | <i>Innerhalb von zwölf Monaten viele Verbrechen verübt haben</i> | 1 |
| (iv)  | <i>das Schlimme am Leben im Knast zu betonen</i>                 | 1 |
| (v)   | <i>der Opfer</i>   | 1 |

**5 marks (AO2)****Fragen auf Deutsch**

|        |   | Mark        | Accept  | Reject                                      |
|--------|---|-------------|---|---|
| (b)    | <i>Die Schulbehörde</i><br><i>(Lehrer von) Schulen in sozialen Brennpunkten</i>   | 1<br>1      |   |   |
| I      | <i>Wie ihr Leben aussehen wird, wenn sie weiter machen wie bisher.</i>  | 1           |   |   |
| (d)(i) | (i) <i>Autoaufbrüche</i><br>(ii) <i>Diebstähle</i><br><b>2 Drogenkonsum</b><br><b>NB Or sentences to illustrate these</b>   | 1<br>1<br>1 | <i>Raub</i><br><i>sie nehmen Drogen / sie sind Drogennehmer</i> | <i>Drogenabhängigkeit/ -sucht</i>           |
| (e)    | <i>Es gibt Selbstbewusstsein / Selbstwertgefühl.</i>  | 1           |   |   |
| (f)    | <b>2 of the following for 1 mark each:</b><br><i>Sie haben von den Medien bestimmte Vorstellungen.</i><br><i>Sie stellen sich das Leben als romantisch vor.</i><br><i>Es wird Kameradschaft geben.</i><br><i>Es gehört für einen richtigen Mann dazu, im Knast gewesen zu sein.</i> | 2           | <i>Es ist romantisch.</i><br><i>Es ist männlich.</i>            | <i>Kameradschaft</i><br><i>Es ist cool.</i> |

**Fragen auf Deutsch (continued)**

|     |  | <b>Mark</b> | <b>Accept</b>  | <b>Reject</b>                      |
|-----|--|-------------|--|------------------------------------|
| (g) | <i>Sie werden später das Gefängnis besuchen.</i> | 1           | [either future tense or suitable adverb]<br><i>erfahren</i> – as long as mention of prison | <i>Sie besuchen das Gefängnis.</i> |

**10 marks (AO2)**

## Translation into English

|   | Zu übersetzen   | Accept  | Reject  |
|---|---|---|---|
| 1 | <i>In Stufe zwei<br/>erfahren sie</i>   | In the second stage/phase / at stage two<br>they (will) learn / find out / experience / discover / see for themselves   | step, part, level<br>see, realise   |
| 2 | <i>was ... wirklich bedeutet.<br/>der Knastalltag</i>                         | what ...really/actually means / what ... is really like / is really about<br>prison routine / everyday life in prison / jail / gaol                                   | prison life   |
| 3 | <i>Dreiundzwanzig Stunden am Tag<br/>in einer kleinen Zelle</i>               | twenty-three hours a/each/every day /in a / the day<br>in a small cell.   | room  |
| 4 | <i>eingeschlossen sein.<br/>Wer randaliert,</i>                               | (Being/To be) locked/shut up / away / enclosed / imprisoned / confined<br>Those who / Anyone who / Whoever riot(s) / go(es) on the rampage / gets violent / runs amok | who [on its own]<br>rants, raves, rebels,<br>misbehaves, makes a fuss, causes trouble / damage<br>is awkward<br>[repeated use of past tense: penalise every time] |
| 5 | <i>dem wird der Fernseher<br/>weggenommen<br/>sofern er ... einen besitzt</i> | has/will have his/their/the TV (set) taken <sup>off</sup> away / confiscated<br>in so far / provided / presuming / as long as he has one / if he has one.             |   |
| 6 | <i>überhaupt.<br/>Nur (wer) arbeitet,</i>                                     | at all / in the first place / in fact / even / actually<br>Only (those/people who) work / whoever / he who  | anyway / moreover   |



## continued

|    | Zu übersetzen  | Accept   | Reject  |
|----|--|--|---|
| 7  | <i>hat Geld zum Einkaufen.<br/>(Nur) zweimal im Monat</i>              | (will) have money to buy things / spend / shop / for shopping / to go shopping<br>... (only) twice a month   | buy<br>two times  |
| 8  | <i>ist Besuch erlaubt,<br/>(was bedeutet,) dass kaum eine Freundin</i> | Visiting / Visits / Visitors / a visit is/are allowed/permitted<br>(which means) (that) hardly/scarcely any girlfriend(s) / not many girlfriends / very few girlfriends  | <b>they</b> are allowed to visit<br>hardly a girlfriend / partner friend(s) |
| 9  | <i>das lange mitmacht.<br/><br/>Dann werden ... geführt</i>            | (will / is/are willing to) put(s) up with it / go(es) along with / play(s) along with / accept(s) it for long / carry on with it<br>Then ... are/will be shown / taken / led / conducted / guided / given a (guided) tour of | cooperate, take part that long<br>showed round                              |
| 10 | <i>die Jugendlichen durch das Knast,</i>                               | the young people/persons / youngsters<br>round/through the prison  | youths, young men, teenagers, adolescents<br>throughout                     |
| 11 | <i>um die Zellen zu sehen.<br/>Die dritte (Stufe) besteht</i>          | to see the cells.<br>The third (stage) comprises / consists / involves   | exists, insists / includes / is   |
| 12 | <i>aus einem Gespräch mit dem Psychologen.</i>                         | (of) a conversation /talk / chat / discussion / interview / dialogue<br>with the/a psychologist.   | out of, from<br>psychologists, psychiatrist(s)                              |
| 13 | <i>Viele sehen dann ein, dass sie ... ändern müssen</i>                | Many then/at this point realise / conclude / come to the conclusion / realisation<br>(that) they must / have to / need to / change   | see<br>[passive]  |
| 14 | <i>in ihrem Leben etwas, aber wissen nicht wie.</i>                    | something in their life / lives<br>but do not know how (to).   | what  |

continued

|    | Zu übersetzen  | Accept  | Reject  |
|----|--|---|---|
| 15 | <i>An dieser Stelle<br/>beginnt die vierte (Stufe) des Projekts.</i>         | At this point / stage / This is where/when<br>the fourth (stage) of the project begins.   | place / moment  |
| 16 | <i>Studenten der Universität Bremen<br/>übernehmen</i>                       | Students from/at/of the University of Bremen / Bremen<br>Uni(versity) / the Bremen University<br>take on / undertake / adopt / assume   | (the) University<br>Bremen<br>take over               |
| 17 | <i>eine Art Patenschaft für (die<br/>Jugendlichen)<br/>und zeigen ihnen,</i> | a form/kind/sort/role of sponsorship / pastoral role /<br>mentoring / sponsors / mentors / buddies for (the young<br>people) / guidance<br>and show them  | partnership,<br>apprenticeship<br>paternal / fatherly |
| 18 | wie es sich anders leben lässt.<br><br>Sportvereine und Schulabschlüsse      | another way / other ways to live (their lives) / how<br>else/differently they can live (their lives) / how they can<br>change their lives / how life could be different / how to lead<br>a different life<br><br>Sport(s) clubs and school leaving / final exams /<br>qualifications / grades / certificates / diplomas / academic<br>qualifications /school qualifications | how to lead<br>another life                           |
| 19 | werden plötzlich wichtig.<br>Wenn alles gut geht,                            | suddenly / all of a sudden become important.<br>If all/everything goes well / turns out OK/all right / works out  | will be<br>When<br>If all is well                     |
| 20 | lernen sie...zu leben<br>ohne Kriminalität.                                  | they (will) learn to live<br>without crime.   | criminality   |

20 marks (AO2)

(i)

|       |   | Mark             | Accept  | Reject  |
|-------|---|------------------|---|---|
| (i)   | <i>Viele Jugendliche / junge Leute / junge Menschen<br/>haben keine Ahnung,<br/>wie der Knastalltag / das Alltagsleben im Knast /<br/>Gefängnis<br/>wirklich sein wird.</i> | 1<br>1<br>1<br>1 | <i>manche<br/>Idee<br/>wissen gar/überhaupt<br/>nicht<br/>Knastroutine / Routine<br/>im Knast</i>   | <i>wissen nicht<br/>das Leben im Knast<br/>wirklich bedeutet</i>                                  |
| (ii)  | <i><b>Das</b> Leben hinter Gittern<br/>kann...sein,<br/>viel schwieriger<br/>als sie sich vorstellen.</i>   | 1<br>1<br>1<br>1 | <i>viel schwerer / härter</i>   | <i>im Gefängnis/Knast<br/>sein at end of sentence:<br/>word order penalty<br/>glauben, denken</i> |
| (iii) | <i>Bei diesem Projekt<br/>werden...immer wieder konfrontiert.<br/>junge Kriminelle/Verbrecher / die jungen Kriminellen /<br/>Verbrecher<br/>mit den Folgen ihrer Taten</i>  | 1<br>1<br>1<br>1 | <i>In diesem Projekt<br/>ständig / stets /<br/>andauernd /<br/>kontinuierlich / die<br/>ganze Zeit<br/>Konsequenzen,<br/>Handlungen,<br/>Auswirkungen</i> | <i>sind konfrontiert<br/>Täter<br/>Aktionen, Tätigkeiten</i>                                      |
| (iv)  | <i>Zum ersten Mal(e)<br/>sahen sie ein / haben sie eingesehen,<br/>dass sich etwas ändern musste,<br/>bevor / ehe es zu spät wird.</i>                                      | 1<br>1<br>1<br>1 | <i>Zum erstenmal<br/>merken, klarwerden,<br/>verstehen, erkennen<br/>verändern, müsste<br/>war, wäre, <b>ist</b> wurde,<br/><b>würde</b></i>              | <i>für die erste Zeit<br/>für das erste Mal<br/>bemerken, sehen</i>                               |

**(i) continued**

|     |  | Mark             | Accept                                     | Reject          |
|-----|--|------------------|--|-----------------|
| (v) | <i>Wenn alles klappt / Wenn alles gut geht,<br/>können sie sich auf ... freuen.<br/>eine bessere Zukunft<br/>ohne Kriminalität / Verbrechen / Straftaten</i> | 1<br>1<br>1<br>1 | <i>Falls, sofern<br/><br/><br/>Delikte</i> | <i>erwarten</i> |

**20 marks (AO3)****Total for Part D = 55 marks  
Total for Paper = 140 marks**

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**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:

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 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                                    |