



## **General Certificate of Education**

# **German 5661** *Specification*

**GR01**      *Young People Today*

## **Mark Scheme**

*2008 examination - January 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 1 – Young People Today

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
	<b>TOTAL</b>	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

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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.
  - In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
  - Where a candidate repeats the same error within a question, no further penalty should be imposed in awarding a mark for Communication (= nfp). However, this does not apply to the change from first to third person in questions 8 and 9 where nfp applies to each sub-question.
  - In awarding marks for AO3 (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 words. 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 AO3, 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.
  - "Rubric" should be written in margin if in wrong language and give '0' (unless numbers or place names are involved).
  - 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 a table (see individual questions).
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**Part A**

1.

R	N.A.	F	R	F	R
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2.

**6 marks (AO1)**

	Key Idea	Marks	Accept	Reject
(a)	<i>(gute) Bildung / Ausbildung / Familie</i>	1		<i>Ausbildungsplatz ein schönes Leben</i>
(b)	2 500	1		
(c)	<i>Arbeitslosigkeit / Armut</i>	1		<i>arm arbeitslos</i>
(d)	<i>um glücklich leben zu (können)</i>	1		<i>lieben um gut zu leben schönes Leben</i>

**4 marks (AO1)**

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

	Key Idea	Marks	Accept	Reject
(a)	at least 50 Euros	1		
(b)	from age of 14	1	14+ above 14	14 year old pupils at 14
(c)	(parents could be) fined (up to) 1000 Euros	1		
(d)	(several hours of) community service / work	1		social lessons social hours social areas community lessons asbo
(e)	they had truanted (at least) six times a year	1	regional variations of playing truant	six times in isolation absent six times

**5 marks (AO1)**  
**Total marks for Part A = 15 marks**

**Part B**  
4.

	Key Idea	Marks	Accept	Reject
(a)	(Sie bieten Platz für) Schlafen, Arbeiten Duschen und Kochen. <b>(3 from 4)</b>	1 1 1 1	Duschen	Arbeiten Duschen Douchen Kuchen
(b)	um die <u>Wohnungsnot</u> zu erleichtern.	1	Wohnungsnot erleichtern	
(c) (i)	Sie muss durch die Dusche laufen.	1		
(c) (ii)	Die Dusche ist im Eingang(sbereich)	1	Sie ist im Eingang (provided Dusche in mentioned in c(i)) Der Eingang ist da	
(d)	Es gibt Klapptische In der Sitzbank ist Platz für Bettzeug / Kleider das Bett kann man hochfahren	1 1 1	In der Sitzbank ist Strauraum Setzbank	
(e)	Sie haben in (Bau)containern gewohnt	1	Kontainern	
(f)	(Sie kosten) 150 Euro <u>im Monat</u>	1		

**4 cont.**

	<b>Key Idea</b>	<b>Marks</b>	<b>Accept</b>	<b>Reject</b>
(g)	(Sie sollen) ein Tagebuch (über ihren Alltag) (führen)	1		
(h)	Sie ist froh, ein Dach über dem Kopf zu haben	1	Sie ist froh, hier zu leben	
	Sie will (maximal) ein Semester hier bleiben	1	Somester	
	Sie will in eine normale Wohnung ziehen	1		
	Es ist kein Traumhaus. <b>(3 from 4)</b>	1		

**15 marks (AO1)**



The five marks for Quality of Language (**AO3**) for question (a) to (h) 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.

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

5.

	<b>Accept</b>		<b>Reject</b>
(a)	<i>engen</i>	1	
(b)	<i>knappe</i>	1	
(c)	<i>deutsche</i>	1	
(d)	<i>eigenes</i>	1	
(e)	<i>hohen</i>	1	

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

**Part C**

6.

(a)	F		1
(b)	N.A.		1
(c)	R		1
(d)	R		1
(e)	R		1
(f)	F		1
(g)	N.A.		1
(h)	F.		1
(i)	F		1

**9 marks (AO2)**

7.

(a)	Sebastian
(b)	Markus
(c)	Tim
(d)	Markus
(e)	Tim
(f)	Sebastian

**6 marks (AO2)**

8.

	Key Idea	Marks	Accept	Reject
(a)	(Weil Berlin 2005) eine Rekordzahl / mehr als 6 Millionen Gästen / viele Gäste empfangen hat.	1	Die Touristenrate ist enorm gestiegen	
(b)	19% mehr Touristen kamen (als 2005 / im Vorjahr)	1		123 Millionen
©	Es gibt viele Tagesbesucher. (2006) wurde Berlin 123 Millionen Mal als Kurztrip- / Business-Ziel gewählt	1 1		
(d)	(Alle) 3 Berliner Flughäfen sind auf den Flugplänen (von 12 Billigfliegern). 26,6% mehr <u>Briten</u> flogen (2006) nach Berlin (mit Easyjet, Ryanair und Air Berlin).	1 1	a comparison to previous year instead of mentioning 2006	references to Flughäfen and Billigflieger
(e)	Die Hotelkapazitäten verdoppelten sich / 82 000 (Betten). Sie hat Schwierigkeiten für viele Hotels mit sich gebracht.	1 1	Hotels sind nur selten ausgebucht	
(f)	Es gibt <u>40.000</u> Teilnehmer Die Betten (der Hauptstadt) sind ausgebucht	1 1	Personen / Läufer Hotels sind ausgebucht	

10 marks (AO2) + 10 marks for Quality of Language = 20 marks  
10 marks (AO2)

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

**NB. Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.**

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**

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

**Part D**  
**9**

	<b>Key Idea</b>	<b>Marks</b>	<b>Accept</b>	<b>Reject</b>
(a)	Sie sind / waren ein Störfaktor und sind jetzt zu einem Gewaltfaktor geworden	1 1	Schülen benutzen sie im Unterricht. Sie sind ein Störfaktor und ein Gewaltfaktor	
(b)(i)	Sie haben sich zu einer Massenschlägerei (nahe der Schule) verabredet.	1	organisiert geplant	Massenschlägerei in isolation eine Massenschlägerei gemacht
(b)(ii)	Sie hat ein (generelles) <u>Nutzungsverbot für Handys auf dem Schulgelände eingeführt.</u>	1	in der Schule Es gab	Handyverbot
(c)(i)	Man hat (das Mitbringen der) Handys verboten	1	ein Handyverbot	
(c)(ii)	Fotohandys waren immer populärer geworden Schüler hatten Lehrer aufgenommen Sie hatten die Fotos / Videos im Internet verbreitet. Gewaltvideos hatten (auf den Berliner Schulhöfen) die Runde gemacht.	1	Fotohandys sind populär	
		1	veröffentlicht gesteckt gestellt aufgeladen Es gab viele...	
		1		
		1		

9 cont.

	Key Idea	Marks	Accept	Reject
(d)	<p>Man hat (zunehmend) Probleme.                      Jeder zweite Schüler hat ein Handy.                      In / Ab der 4. Klasse gibt es kaum noch einen Schüler, der nicht über ein Handy verfügt.                      Es gibt ein Handyverbot  <b>(3 from 4)</b></p>	<p>1                      1                      1                      1</p>	<p>jeder</p>	<p>Studenten</p>
(e)(i)	<p>Schüler (der 6. Klasse) haben (für die Handykamera) einen Gewalttakt inszeniert.</p>	<p>1</p>		<p>Studenten</p>
(e)(ii)	<p>Gewaltvideos,                      politische Videos (aus dem arabischen Raum)                      und Pornos (waren abgespeichert).</p>	<p>1                      1                      1</p>		
(e)(iii)	<p>Sie haben das Verbot unterstützt</p>	<p>1</p>	<p>sie, es, ihn sie glauben, die Entscheidung ist richtig</p>	
(f)	<p>Sie experimentieren mit Methoden, wobei man die Signale rund um die Schulgelände blockieren könnte.                      Sie sind bereit, die Probleme mit (einzelnen) Schulleitern zu besprechen.                      Sie wollen eine (effektive) Lösung finden.</p>	<p>1                      1                      1</p>	<p>Man könnte/ sie wollen die Signale in Schulen blockieren                      sie werden...besprechen                      sie wollen...besprechen                      sie wollen das Problem lösen.</p>	

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

**NB: Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.**

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**

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