



General Certification of Education

German 1661

Specification

GERM1 Listening, Reading and Writing

Mark Scheme

2009 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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GERM1

Section A: Listening and Reading

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 3 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 sub-question, no further penalty should be imposed in awarding the mark, and nfp (= no further penalty) should be written beside the error to indicate this.
- English spellings are not accepted unless the word is spelt the same in both languages.
- "Rubric" should be written in the margin if in the wrong language and give '0' (unless numbers or place names are involved).

The assessment objectives will be allocated in the following way:

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		% of AS	Marks
AO1	Response to spoken language	22	35
AO2	Response to written language	31	50
AO3	Knowledge of grammar	16	25
	TOTAL	69	110

The marks will be allocated in the following way

	AO1	AO2	AO3
Listening Section (includes transfer of meaning into English exercise)	35		
Reading Section (includes cloze test)		30	10
Writing Section		20	15

Section A

1.

	Key Idea	Marks	Accept	Reject
1 (a)	Love freedom (see themselves as) rebellious (see themselves as) open(-minded)	3		...free time ...way of life world is open to them
1 (b)	Flying	1		
1 (c)	(over) 1700 (people) German, Austrian and Swiss	2		
1 (d) (i)	(assume that) commercialisation will increase	1	it will become more commercial(ised)	... has increased commerce ... numbers will increase
1 (d) (ii)	(snowboarding) will develop into a competitive/serious sport	1	is becoming... is developing into... proper real mainstream (high) performance ...phone...	has become... has developed into... professional
1 (e) (i)	always have mobile (with them) (to seek help)	1		they think it's important to have a phone
1 (e) (ii)	stay on (marked) routes/runs (for safety's sake)	1	...ski slopes ...piste(s) ...marked areas/slopes ...signed areas/slopes	... ways ... paths ski-ing areas / regions

(10 marks)

2.

	Key Idea	Marks
2 (a)	Tobias	1
2 (b)	Florian	1
2 (c)	Tobias	1
2 (d)	Amelie	1
2 (e)	Florian	1
2 (f)	Tobias	1
2 (g)	Amelie	1
2 (h)	Florian	1

(8 marks)

3.

	Key Idea	Marks
3 (a)	B	1
3 (b)	A	1
3 (c)	A	1
3 (d)	C	1
3 (e)	B	1
3 (f)	C	1
3 (g)	B	1

(7 marks)

4.

	Key Idea	Mark	Accept	Reject
4 (a)	Die deutsche Kultur ist (ganz) anders (als in ihrem Land).	1	Die spanische / Ihre Kultur ist anders.	
4 (b)	Sie hat Menschen kennen gelernt, denen sie vertrauen konnte.	1	Sie hat Menschen kennen gelernt. Sie konnte Menschen vertrauen. allow present tense seit...	
4 (c)	Vor zweieinhalb Jahren.	1	seit...	für... zweieinhalb Jahre
4 (d)	(Aufgrund der) Arbeit ihres Vaters.	1	allow present tense	
4 (e)	Sie gehen (mit Freunden) aus. Sie tanzen.	2		wir...
4 (f)	Sie besuchen Ausstellungen.	1		wir...
4 (g)	Ihre (wirkliche) Familie lebt anderswo. (Lili und ein paar andere) Freundinnen sind die Familie, die sie hier hat.	2	... nicht in der Nähe / nicht da. Sie ist nicht mit ihrer Familie. Ihre Freunde sind eine Ersatzfamilie. Ihre Freunde sind wie eine Familie.	... liebt ...anders Weil ihre Familie anders wohnt (i.e. wrong word break)
4 (h)	Wenn sie krank sind.	1	Wenn sie/Lili/ krank ist.	

(10 marks)

5.

	Key Idea	Mark
5 (a)	Jenny	1
5 (b)	Natascha	1
5 (c)	Sarah	1
5 (d)	Gabi	1
5 (e)	Sarah	1
5 (f)	Jenny	1
5 (g)	Natascha	1

(7 marks)

6.

	Key Idea	Mark
6 (a)	Nutzung	1
6 (b)	Grund	1
6 (c)	Fernsehen	1
6 (d)	Deutschen	1
6 (e)	Allgemeinbildung	1
6 (f)	Viertel	1
6 (g)	Nachrichten	1
6 (h)	Studie	1

(8 marks)

7.

	Key Idea	
1	A	1
2	C	1
3	D	1
4	H	1
5	J	1

(5 marks)

8.

	Key Idea	Marks
8 (a)	A	1
8 (b)	C	1
8 (c)	B	1
8 (d)	B	1
8 (e)	B	1
8 (f)	A	1
8 (g)	A	1
8 (h)	C	1
8 (i)	B	1
8 (j)	A	1

(10 marks)

9.

	Key Idea	Mark
9 (a)	habe verbracht	1
9 (b)	interessante	1
9 (c)	wird	1
9 (d)	geben aus	1
9 (e)	beste	1
9 (f)	darf	1
9 (g)	hat angefangen/fing an	1
9 (h)	gefallen wird	1
9 (i)	läuft	1
9 (j)	wirtschaftlichen	1

(10 marks)

Section B: Writing

Assessment Criteria

Each question will be marked out of 35, consisting of 20 marks for Content (AO2) and 15 marks for Quality of Language (AO3). The following assessment criteria will be used.

CONTENT

Marks	Criteria
17-20	<p>Very Good</p> <ul style="list-style-type: none"> • Response to the task is fully relevant with a good depth of treatment • Well-organised structure in a logical sequence • Points made are well expressed and justified
13-16	<p>Good</p> <ul style="list-style-type: none"> • Response to the task is mostly relevant with some depth of treatment • Structure is generally well ordered • Points made are mostly well expressed and justified
9-12	<p>Sufficient</p> <ul style="list-style-type: none"> • Response to the task is generally relevant, but treatment is often superficial • Reasonable structure with occasional lapses • Points not always clearly expressed and justification is only just sufficient
5-8	<p>Limited</p> <ul style="list-style-type: none"> • Limited response to the task with some relevant information conveyed • Limited evidence of structure • Points made sometimes difficult to understand and justification is weak
1-4	<p>Poor</p> <ul style="list-style-type: none"> • Limited response to the task with little relevant information conveyed • No real structure • Points difficult to understand and little or no justification
0	<ul style="list-style-type: none"> • The answer shows no relevance to the task set. • A zero score will automatically result in a zero score for the answer as a whole

QUALITY OF LANGUAGE

Range of Vocabulary

Marks	Criteria
5	Wide range of appropriate vocabulary
4	A range of appropriate vocabulary
3	Some variety of appropriate vocabulary
2	Limited variety of appropriate vocabulary
1	Very little use of appropriate vocabulary
0	No appropriate vocabulary

Range of Structures

Marks	Criteria
5	Very good variety of grammatical structures used
4	Good variety of grammatical structures used
3	Some variety of grammatical structures used
2	Limited variety of grammatical structures used
1	Shows little grasp of grammatical structures
0	Shows no grasp of grammatical structures

Accuracy

Marks	Criteria
5	There may be inaccuracies, but these tend to occur in attempts at more complex structures
4	Largely accurate but with few basic errors
3	Generally accurate but still with some basic errors
2	Basic errors are frequent
1	The number of errors make comprehension difficult
0	Errors are such that communication is seriously impaired

It should be noted that the marks awarded for each of *Range of Vocabulary*, *Range of Structures* and *Accuracy* cannot be more than one band higher than the band awarded for *Content*.

Annotation of Scripts

Ticks will be used to indicate acceptable content points in the body of the answer. The mark for AO2 and AO3 respectively will be written at the foot of the answer, accompanied, where the examiner deems it necessary, by a word or phrase from the criteria for assessment as published above.

Possible Content Points

Below is a list of **possible** content points for each answer; it should be stressed that the list is neither prescriptive nor exhaustive, but is illustrative of the points which could be made.

10 (a) *Was meinen Sie zu dem Werbeverbot für Tabak ? Sollte man Werbung für andere Produkte auch verbieten ?*

- whether the ban on tobacco advertising was right
- effects of the ban on popularity of smoking
- reduction in deaths/illness from smoking
- effects of the ban on the tobacco industry
- whether the ban is an attack on personal freedom
- ban on alcohol is possible/has been proposed
- comparison between dangers of alcohol and of smoking
- other possible bans eg fatty foods
- whether advertising restrictions should apply to all media
- whether there should be specific exemptions, eg television after a certain time.

(35 marks)

10 (b) Welche Rolle spielt heute Musik im Leben der Jugendlichen? Ist diese Rolle immer positiv?

- different situations where music can be listened to - in bedroom, on bus...
- different ways of listening to music – CD, MP3...
- how music promotes knowledge/understanding of other cultures
- how music brings back memories
- how music allows people to express feelings
- how some people concentrate better with music
- how some music may be connected with violent behaviour
- how commercialisation affects the quality of music
- how skilled/successful musicians can inspire others
- how music helps to define our identity.

(35 marks)

10 (c) Schreiben Sie eine Antwort auf Axels E-mail. Wie ist Ihre Meinung zum Massentourismus?

- Initial reaction to letter eg sympathy, shock
- general opinion of places seen as ‘holiday paradise’
- general comment of mass tourism
- benefits of mass tourism for holidaymakers, especially poorer people
- benefits of mass tourism for tourists destinations, eg income
- effects of having too many people in a small area
- transport problems caused by mass tourism
- damage to the environment caused by mass tourism
- whether it is feasible to restrict mass tourism
- ways in which mass tourism could be restricted.

(35 marks)