



General Certificate of Education

German 1661

Specification

GERM1 Listening, Reading and Writing

Mark Scheme

2009 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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GERM1 – June 2009

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).

Annotation of Scripts

The following conventions will be used by examiners marking scripts **when assessing Content**:

✓	Point made
irr	Irrelevant material
rep	Repeated point
?	Lack of clarity

The ✓ will be placed in the body of the text. The 'irr', 'rep' and '?' will be placed in the margin.

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)	It changes quickly (many) young people develop own style	2	...have ... / ...find... ... individual fashion ...comfortable... / ...appearance ... shows personality (or similar paraphrase) doesn't have to be... ... brands/designer clothes/expensive makes ...anybody else / all the rest	ends... ...always ... a style (without 'own')
1 (b)	People should feel good in their clothes Clothing is (an important) part of their identity Don't need 'labels'	3	needs ... wants to be individual (Her clothes show that) she's an individual. hooped ... skinny ...	want to well ... shouldn't have ...
1 (c)	Doesn't want to look like others/everyone else Wants to show individuality	2		
1 (d)	Round earrings High boots Narrow/tight jeans	3		... shoes

(10 marks)

2.

	Key Idea	Marks
2 (a)	A	1
2 (b)	C	1
2 (c)	E	1
2 (d)	F	1
2 (e)	H	1
2 (f)	K	1
2 (g)	N	1
2 (h)	P	1

(8 marks)

3.

	Key Idea	Marks
3 (a)	Befragung	1
3 (b)	Drittel	1
3 (c)	Prozent	1
3 (d)	Minuten	1
3 (e)	Sendungen	1
3 (f)	Hälfte	1
3 (g)	Computer	1

(7 marks)

Award the mark even if the spelling is incorrect (including capital/lower case letters).

4.

	Key Idea	Marks	Accept	Reject
4 (a)	24	1		
4 (b) (i)	Wer nicht raucht, ist kein Mann	1		
4 (b) (ii)	Er hat (das/ihr) geglaubt/Er hat angefangen zu rauchen	1	(accept present tense)	...beglaubt
4 (c) (i)	Am 29. Dezember letzten Jahres (An seinem) Geburtstag	2		... Dezember ihrem ... / ... meinem ... (penalise wrong use of first person on first occurrence only within this qn)
4 (c) (ii)	Es ging ihm schlecht Er bekam einen Hustenanfall nach dem anderen Ein Arzt erklärte ihm, dass er Schluss machen sollte / dass dies ein letztes Zeichen ist	2 from 3	Er hatte viele Krankheiten. / Er war krank. Er hustete viel. Ein Freund im ...
4 (d)	Wenn er mit Freunden ein Bier trinkt Wenn er Fußball guckt Wenn alle rauchen	2 from 3	...kuckt wenn man raucht	Der Arzt sagte ihm, dass es schlecht für die Gesundheit ist. ...guckt ; ... gockt wenn jemand raucht
4 (e)	Er isst die Hälfte von dem, was er will / Er isst weniger / Er isst nicht so viel.	1	(idea of self-control)	Er ist ... (i.e. wrong verb) Er isst besser.

(10 marks)

5.

	Key Idea	Marks
5 (a)	Kristin	1
5 (b)	Daniela	1
5 (c)	Kristin	1
5 (d)	Tanja	1
5 (e)	Nadja	1
5 (f)	Daniela	1
5 (g)	Nadja	1

(7 marks)

6.

	Key Idea	Marks
6 (a)	A	1
6 (b)	C	1
6 (c)	F	1
6 (d)	I	1
6 (e)	J	1
6 (f)	L	1
6 (g)	N	1

(7 marks)

7.

	Key Idea	Marks	Accept	Reject
7 (a)	Über 150.000	1		
7 (b) (i)	(Die Zeit) unmittelbar nach der Trennung	1	sofort... / gleich ...	bald ...
7 (b) (ii)	(Im neuen Zuhause) fehlt (plötzlich) ein altbekanntes Gesicht / Die Familie ist (plötzlich) kleiner.	1		
7 (c)	Dass sie Mutter und Vater nicht gleichzeitig lieben dürfen	1	... die beiden Eltern ... ('gleichzeitig' not necessary)	Dass Mutter und Vater ... (i.e. no 'sie') ... leben ...
7 (d)	(Macht)kämpfe	1	Mutter und Vater kämpfen. / Es gibt Streit/Krach/Konflikt.	
7 (e)	Sie sind schädlich für das Kind/für sie	1	... schlecht ... Sie schaden dem Kind.	
7 (f)	Sie sollten sagen, dass die Beziehung nicht an den Kindern gescheitert ist/dass die Beziehung an den Eltern selbst gescheitert ist	1	Sie sollten erklären, warum sie sich scheiden. (or similar explanation) Es ist nicht ihre Schuld.	

(7 marks)

8.

	Key Idea	Marks
8 (a)	F	1
8 (b)	R	1
8 (c)	R	1
8 (d)	NA	1
8 (e)	F	1
8 (f)	R	1
8 (g)	NA	1
8 (h)	F	1
8 (i)	R	1

allow ? or N for NA, tick for R, cross for F
reject T, V or any other letter of the alphabet

(9 marks)

9.

	Key Idea	Marks
9 (a)	gehört	1
9 (b)	langer	1
9 (c)	ist herausgekommen/kam heraus	1
9 (d)	jungen	1
9 (e)	konnte / kann	1
9 (f)	verschiedene	1
9 (g)	fuhren	1
9 (h)	werden machen	1
9 (i)	nimmt zu	1
9 (j)	schlechten	1

Reject capital letters (no leniency for repeat errors).

Words must be spelt correctly, e.g. 'schlechten' is wrong.

Each gap must be filled with one word.

Reject insertion of modal verb, e.g. 'sollen machen' in (h)

(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	<p>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</p>

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 not prescriptive nor exhaustive, but is illustrative of the points which could be made.

10 (a) *Schreiben Sie eine Antwort auf Sigrids e-mail.*

- initial reaction to Sigrid's decision
- comment on cost of calls from mobile
- comment on theft of mobiles
- comment on ease of contacting people on mobiles
- how lifestyle has changed over last 25-30 years
- everyone is now expected to have a mobile
- mobiles help to ensure personal safety
- mobiles have other functions apart from phone calls
- mobiles cause a nuisance to others eg public transport
- other ways of staying in touch, eg landline, e-mail, letter

(35 marks)

10 (b) Schreiben Sie Ihre Kritik zu einem Film, den Sie gesehen haben. Wem würden Sie diesen Film empfehlen – oder nicht ?

- brief description of film, eg name, director, language
- context of seeing film, eg when, where with whom
- comment on plot
- comment on main characters
- comment on other characters
- comment on quality of camera work
- comment on special effects
- comment on ending
- who you would (not) recommend the film to
- what others might (not) particularly enjoy about the film

(35 marks)

10 (c) Wie reagieren Sie auf diese Meinung ?

- definition of 'traditional family'
- comment on number of marriages breaking up
- divorce/separation now accepted as normal
- individual seen as more important than a couple
- both partners are now more likely to be able to support themselves
- comment on couples/young people deciding not to have children
- change of lifestyle required in order to bring up children
- cost of bringing up children
- comment on different forms of family
- possible substitutes for family, eg friends

(35 marks)