



General Certificate of Education

German 1661

Specification

GERM1 Listening, Reading and Writing

Mark Scheme

2010 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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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

General Principles

Section A: Listening and Reading

- 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).

Section A

	Accept	Marks	Notes	Reject
1 (a)	Tobacco	1	cigarettes	Smoking
	Strong alcohol / spirits	1	high percentage (of) alcohol high content/proof alcohol	high volume alcohol

	Accept	Marks	Notes	Reject
1 (b)	Sweets	1	sugary foods sweet products confectionery	sugary and fatty foods

	Accept	Marks	Notes	Reject
1 (c)	How useful/sensible are the restrictions?	1	Are these measures sensible? Will the ban really work? Will consumption decrease? Is there a point toeffective...	...necessary... ...realistic... ...relevant... ...target(s)

	Do consumers want the restrictions?	1	...it/them [for 'restrictions'] Are they wanted/ welcomed by consumers?	...people... ...community...
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	Accept	Marks	Notes	Reject
1 (d) (i)	In favour of ban on advertisements aimed at children	1	...advertises that children see ...advertises for children [inclusion of 'especially']	...advertises concerning children ...advertises for children's sake

	Accept	Marks	Notes	Reject
1 (d) (ii)	Demand total (advertising) ban	1	are for a total ban demand a ban on all advertising	

	Accept	Marks	Notes	Reject
1 (d) (iii)	In favour of ban (on advertisements) for sweets	1	...sugary foods	

	Accept	Marks	Notes	Reject
1 (d) (iv)	(Ban on advertising) won't reduce consumption (of sweets)	1	ban won't work ban won't help ban won't have an effect / make any difference ban won't stop people using it	ban won't reduce sales ban is not appropriate ban is not practical ban is not enough

	Accept	Marks	Notes	Reject
1 (e)	Over-40s	1		In their 40s

	Accept							Notes
2	B	C	D	H	J	M	N	In any order

(7 marks)

	Accept	Marks	Notes	Reject
3 (a)	(any 2 of the following answers) (Durch ihre) Großmutter Sie hörte Filmmusik / ...Musik von Nino Rota Die Musik war dramatisch/die Musik begeisterte sie	2	seine... (Großmutter) spielte Filmmusik Sie mochte die Musik.	ich/mein [reject first occurrence of first person] music [English sp.]

	Accept	Marks	Notes	Reject
3 (b)	Sie hat sich (bei einem Casting) beworben Sie hat (sofort) eine Rolle bekommen	1 1	Sie ging zu einem Casting	

	Accept	Marks	Notes	Reject
3 (c)	TV Kino / Filmindustrie	1 1	Fernsehen	Film [phonetic renderings of TV] Film Schauspielerin

	Accept	Marks	Notes	Reject
3 (d)	(any 2 of the following answers) Die Begrenzung gefällt ihr nicht/die 3 Wände gefallen ihr nicht Die Zuschauer (sitzen) weit weg Die Zuschauer sehen kleine Dinge/Gesten nicht (immer)	2	Sie fühlt sich eingeschlossen. / Es ist zu eng. Die Schauspieler sind weit weg. ...weck	...Wenden... ...weckt / ...wech ...Gäste...

	Accept	Marks	Notes	Reject
3 (e)	Eine schriftliche Arbeit	1	Aufsatz / eine schriftliche Aufgabe Dazu gehört eine schriftliche Arbeit.	Sie schreibt. Sie hat eine schriftliche Arbeit gehört. / Gehört eine schriftliche Arbeit.
	(Ihren) eigenen Film	1	Einen Film machen/ schreiben/drehen	einen Film (tun) in einem Film arbeiten

	Accept	Marks	Notes
4 (a)	R	1	

	Accept	Marks	Notes
4 (b)	F	1	

	Accept	Marks	Notes
4 (c)	NA	1	

	Accept	Marks	Notes
4 (d)	R	1	

	Accept	Marks	Notes
4 (e)	R	1	

	Accept	Marks	Notes
4 (f)	F	1	

	Accept	Marks	Notes
4 (g)	R	1	

	Accept	Marks	Notes
4 (h)	NA	1	

	Accept	Marks	Notes
5 (a)	Eva	1	

	Accept	Marks	Notes
5 (b)	Samira	1	

	Accept	Marks	Notes
5 (c)	Petros	1	

	Accept	Marks	Notes
5 (d)	Jonas	1	

	Accept	Marks	Notes
5 (e)	Gabriele	1	

	Accept	Marks	Notes
5 (f)	Ben	1	

	Accept	Marks	Notes
5 (g)	Eva	1	

	Accept	Marks	Notes
5 (h)	Ben	1	

	Accept	Marks
6 (a)	2	1

	Accept	Marks
6 (b)	4	1

	Accept	Marks
6 (c)	1	1

	Accept	Marks
6 (d)	7	1

	Accept	Marks
6 (e)	3	1

	Accept	Marks
6 (f)	6	1

	Accept	Marks
6 (g)	5	1

	Accept	Marks	Notes	Reject
7 (a)	zwanzig / 20	1	Accept also answers which are grammatically wrong, eg wrong gender, provided that an appropriate meaning is conveyed	

	Accept	Marks	Notes	Reject
7 (b)	Gesellschaft Welt Arbeit(splatz) Zeit	1	Accept also answers which are grammatically wrong, eg wrong gender, provided that an appropriate meaning is conveyed	Krisenzeiten Freizeit Stress

	Accept	Marks	Notes	Reject
7 (c)	Freizeit Freizeit(beschäftigungen)	1	Accept also answers which are grammatically wrong, eg wrong gender, provided that an appropriate meaning is conveyed	

	Accept	Marks	Notes	Reject
7 (d)	Bekanntschaften Interessengemeinschaften Interessengruppen Kontakte	1	Accept also answers which are grammatically wrong, eg wrong gender, provided that an appropriate meaning is conveyed	Freundschaften

	Accept	Marks	Notes	Reject
7 (e)	Bedeutung(en) Wichtigkeit Interesse	1	Accept also answers which are grammatically wrong, eg wrong gender, provided that an appropriate meaning is conveyed	Sinn Meinung

	Accept	Marks	Notes	Reject
7 (f)	(neuen) Kontakt Beziehung Freundschaft Freund	1	Accept also answers which are grammatically wrong, eg wrong gender, provided that an appropriate meaning is conveyed	Verwandtschaft Interessengruppe

	Accept	Marks	Notes	Reject
7 (g)	sterben aussterben verschwinden enden weniger wichtig	1	Accept also answers which are grammatically wrong, eg wrong gender, provided that an appropriate meaning is conveyed	unwichtiger

	Accept	Marks	Notes	Reject
7 (h)	Ehe	1	Accept also answers which are grammatically wrong, eg wrong gender, provided that an appropriate meaning is conveyed	

	Accept	Marks
8 (a)	A	1

	Accept	Marks
8 (b)	C	1

	Accept	Marks
8 (c)	A	1

	Accept	Marks
8 (d)	C	1

	Accept	Marks
8 (e)	B	1

	Accept	Marks
8 (f)	A	1

	Accept	Marks
8 (g)	C	1

	Accept	Marks	Notes
9 (a)	hat	1	

	Accept	Marks	Notes
9 (b)	neuen	1	

	Accept	Marks	Notes
9 (c)	Unerwünschte / unerwünschte	1	

	Accept	Marks	Notes
9 (d)	wurde	1	

	Accept	Marks	Notes
9 (e)	lade...herunter	1	

	Accept	Marks	Notes
9 (f)	natürliches	1	

	Accept	Marks	Notes
9 (g)	wirst...bekommen	1	<i>reject bekommst</i>

	Accept	Marks	Notes
9 (h)	berühmte	1	

	Accept	Marks	Notes
9 (l)	ist...aufgewachsen/wuchs...auf	1	

	Accept	Marks	Notes
9 (j)	aufgehört hatte/habe	1	

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.

(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.

CONTENT

Marks	Criteria
17-20	Very Good <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	Good <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	Sufficient <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	Limited <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	Poor <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.</p> <p>A zero score will automatically result in a zero score for the answer as a whole</p>

QUALITY OF LANGUAGE
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

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

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

Please see the General Principles page for further information about annotation.

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.

11 *Warum ist Ihrer Meinung nach Kleidung für Jugendliche so wichtig ? Wäre es in der heutigen Gesellschaft möglich, Mode zu ignorieren ?*

- initial reaction to statement about defining identity through clothing
- initial reaction to statement about spending money on clothes
- clothes indicate personality
- clothes indicate membership of group
- clothes need to be practical and comfortable
- pleasure of shopping for clothes
- pressure on young people to spend money on clothes
- consequences of ignoring fashion : negative comments from peers;
- lower self-esteem;
- more money to spend on other things.

(35 marks)

11 *Inwiefern sind Leistungssportlerinnen und-sportler gute Vorbilder für Jugendliche, die selbst Sport treiben ? Welche Eigenschaften sind Ihrer Meinung nach im Leistungssport wichtig ?*

- initial reaction to topic: is the influence of top sports (wo)men good or bad?
- why some top sports (wo)men take drugs
- the effects of some top sports (wo)men taking drugs
- what should be done about top sports (wo)men taking drugs
- top sports (wo)men as good role models: sense of achievement;
- passion for sport, even if you don't reach the top;
- benefits for health;
- benefits in terms of social skills
- example(s) of important qualities, eg dedication, ambition
- further example(s) of important qualities, eg honesty, integrity.

(35 marks)

12 *Das internet gehört bei den meisten Lauten zum Alltag. Es hat sowohl Nachteile als auch Vorteile. Wie ist Ihre Meinung zum Internet ?*

- initial reaction to topic: how good is the internet?
- positive aspects: volume of information;
- ease of email and internet communities;
- secure method of carrying out financial transactions;
- lower costs compared with postal systems etc.
- negative aspects; fallibility of information;
- problems with email, eg messages not getting through;
- risk of exposure to fraud and other criminal activity
- high cost of repeatedly replacing obsolescent software
- likely future developments.

(35 marks)