



General Certificate of Education

German 1661

Specification

GERM1 Listening, Reading and Writing

Mark Scheme

2010 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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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
1 (a) (i)	Rising/high costs/prices	1	Ignore mis-translations of 'Betrieb' Reject answers in German

	Accept	Marks	Notes
1 (a) (ii)	Saving energy/electricity Closing pools	2	Reject 'use different forms of energy' Reject answers in German

	Accept	Marks	Notes
1 (b)	One of the following: (Rising) cost of petrol/fuel/gas/oil Saving money on petrol/fuel/gas/oil	1	Reject 'benzene' Reject answers in German

	Accept	Marks	Notes
1(c)	Rural (regions), country(side), less built-up No trains/buses, no public transport	2	Reject 'inland', 'county', 'land', 'landlocked', 'not industrial' Reject 'poor public transport' Reject answers in German

	Accept	Marks	Notes
1 (d)	One of the following: Main/big holiday Holiday once a year	1	Reject 'classic' (on its own) Reject 'long holiday' (on its own) Reject answers in German

	Accept	Marks	Notes
1 (e)	Short trips/stays/breaks/weekend breaks	1	Reject 'city breaks' (on its own) Reject 'small' Reject answers in German

	Accept	Marks	Notes
1 (f)	Have grown (by) (around) 20%	2	Ignore tense of verb. Reject 'over' 'up to' Allow '20% more' or 'up 20%' for 2 marks Reject answers in German

	Accept	Marks	Notes
2 (a)	Daniela	1	

	Accept	Marks	Notes
2 (b)	Lara	1	

	Accept	Marks	Notes
2 (c)	Katrin	1	

	Accept	Marks	Notes
2 (d)	Daniela	1	

	Accept	Marks	Notes
2 (e)	Katrin	1	

	Accept	Marks	Notes
2 (f)	Daniela	1	

	Accept	Marks	Notes
2 (g)	Lara	1	

	Accept	Marks	Notes
2 (h)	Katrin	1	

	Accept	Marks
3 (a)	B	1

	Accept	Marks
3 (b)	C	1

	Accept	Marks
3 (c)	C	1

	Accept	Marks
3 (d)	A	1

	Accept	Marks
3 (e)	A	1

	Accept	Marks
3 (f)	B	1

	Accept	Marks
3 (g)	C	1

	Accept	Marks	Notes
4 (a)	Kabel(anschluss) Satelliten(anschluss)	2	Reject 'ohne' unless candidate writes a sentence that is an appropriate answer to the question. But do not penalise 'ohne' twice, e.g. 'ohne Kabel und Satelliten-Anschluss' = 1 mark Reject spellings ending in -le

	Accept	Marks	Notes
4 (b)	<u>Schnellen</u> Internet(anschluss)	1	

	Accept	Marks	Notes
4 (c)	(any 3 of the following answers:) <u>Kein</u> drittklassiges Fernsehen/ <u>nicht</u> nur drittklassiges Fernsehen Die besten Sender ARD ZDF <u>Über</u> fünfzig (TV-)Sender	3	Reject 'nur drittklassiges Fernsehen'. Ignore wrong endings, but Reject 'Sendung(en)' Reject 'tausend'

	Accept	Marks	Notes
4 (d)	(Sendungen) on-demand (sehen) (Sendungen) aufnehmen	2	Reject 'weder' unless the candidate writes a sentence that is an appropriate answer to the question.

	Accept	Marks	Notes
4 (e)	(any 2 of the following answers: (Die laufende Fernseh)sendung/Programm (wird) nicht unterbrochen Sie kommt <u>nur</u> /wird <u>nur</u> gezeigt, wenn man umschaltet/ ...von einem Kanal zum anderen schaltet (Werbung dauert nur) fünf Sekunden	2	Reject 'Es wird nicht unterbrochen' Reject 'canal' Reject if sentence as a whole makes no sense.

	Accept						Notes
5	A	E	F	I	J	M	In any order

(6 marks)

	Accept	Marks	Notes
6 (a)	Sascha	1	

	Accept	Marks	Notes
6 (b)	Volker	1	

	Accept	Marks	Notes
6 (c)	Robert	1	

	Accept	Marks	Notes
6 (d)	Mike	1	

	Accept	Marks	Notes
6 (e)	Volker	1	

	Accept	Marks	Notes
6 (f)	Sascha	1	

	Accept	Marks	Notes
6 (g)	Tim	1	

	Accept	Marks	Notes
7 (a)	R	1	

	Accept	Marks	Notes
7 (b)	NA	1	

	Accept	Marks	Notes
7 (c)	R	1	

	Accept	Marks	Notes
7 (d)	R	1	

	Accept	Marks	Notes
7 (e)	F	1	

	Accept	Marks	Notes
7 (f)	NA	1	

	Accept	Marks	Notes
7 (g)	F	1	

	Accept	Marks	Notes
8 (a)	(one mark for 'not as hard' eg) (Er dachte,) es wäre viel schwerer/sehr schwer. (one mark for one of the following examples: Schmerzverzerrte Gesichter/vor Schweiß triefende T-Shirts/Atemlosigkeit.	2	Reject 'viel schwerer' on its own. Reject 'es ist viel schwerer' Reject ' <u>keine</u> schmerzverzerrten Gesichter' etc. Allow interpretation eg 'Schmerzen'

	Accept	Marks	Notes
8 (b)	Niedrig./Sie kann es kaum glauben/Nicht schwer/Zu langsam/Einfach.	1	

	Accept	Marks	Notes
8 (c)	Schmerzen/Man ist (danach) kaputt.	1	

	Accept	Marks	Notes
8 (d)	50 Minuten am Stück/durchhalten.	1	

	Accept	Marks	Notes
8 (e)	(any 2 of the following statements: (Es ist zu) anstrengend. (Ich habe) keine Lust. (Es ist zu) kalt (draußen).	2	Reject 'müde', 'faul'.

	Accept	Marks	Notes
8 (f)	(Die richtige) Dosis	1	

	Accept	Marks	Notes
8 (g)	(any 2 of the following statements: Es vermindert das <u>Risiko</u> für (diverse) Erkrankungen. Es lässt (überflüssige) Pfunde schmelzen. Es kräftigt das Herz-Kreislauf-System/Gut für das Herz.	2	Reject 'kein Risiko ...' Allow 'abnehmen' etc.

	Accept	Marks	Notes
9 (a)	wächst	1	

	Accept	Marks	Notes
9 (b)	öffentlichen	1	

	Accept	Marks	Notes
9 (c)	sieht...aus/wird...aussehen	1	Reject addition of modal verb eg 'soll'.

	Accept	Marks	Notes
9 (d)	gefällt	1	

	Accept	Marks	Notes
9 (e)	tragen werde	1	Reject addition of modal verb e.g. 'möchte'.

	Accept	Marks	Notes
9 (f)	künstliche	1	Accept Künstliche

	Accept	Marks	Notes
9 (g)	fettiges	1	

	Accept	Marks	Notes
9 (h)	ausgewogenen	1	

	Accept	Marks	Notes
9 (l)	kamen...aus/sind...ausgekommen	1	

	Accept	Marks	Notes
9 (j)	verlasse mich	1	

Section B: Writing**(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.

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	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	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

Please see General Principles page for further information on 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.

10 ***Was ist Ihrer Meinung nach „gute Werbung“ ? Welches Medium (Internet, E-mail, Fernsehen, usw.) bietet Werbeagenturen die besten Möglichkeiten ?***

- general comment on importance of advertising for companies
- general comment on impact of advertising on consumers
- use of photographs, artwork etc.
- choice of words
- how customers' attention is won
- qualities of product
- clear targeting, eg age, gender
- comment on responsible advertising
- choice of medium depends on product and target group
- further comment on choice of medium.

(35 marks)

11 *Warum leben so viele junge Leute heute ungesund ? Wie sollte man das Problem am besten bekämpfen?*

- Initial reaction to information in question, eg shock or scepticism
- reaction to claim about reduced life expectancy
- reason for decline in health: diet;
- lack of exercise;
- drugs and/or alcohol;
- stress
- suggestions for improving health: improve diet;
- take more exercise;
- abstain from drugs and/or alcohol
- relieve stress by doing less.

(35 marks)

12 *Schreiben Sie eine Antwort auf Katjas E-mail. Was ist Ihrer Meinung nach „eine gute Freundin“ bzw. „ein guter Freund“ ?*

- Initial reaction to letter, eg sympathy
- might you (the writer of the e-mail) have done something to cause the change?
- friendships don't always last forever
- still worth trying to talk, or contact in some other way eg letter, networking site
- be less exclusive – recognise that the friend needs other friends too
- find new pursuits/activities as a way of finding friends
- write to a Kummerkasten to seek advice
- ask family members for advice
- qualities of friendship, eg time, patience, good communication
- barriers to friendship, eg selfishness, dishonesty.

(35 marks)