



General Certificate of Education

German 1661

Specification

GERM1 Listening, Reading and Writing

Mark Scheme

2011 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 standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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)	2,500	1	Reject 'under 2,500' Reject 'over 2,500' Ignore 'approximately'

	Accept	Marks	Notes
1 (b)	78 (per cent)	1	

	Accept	Marks	Notes
1 (c)	quality (of clothes)	1	

	Accept	Marks	Notes
1 (d)	status (symbol) access/entry/fitting in/belonging to social group(s)/to be accepted in a social group	2	Reject 'fit in amongst friends', 'brand is related to social group', 'enable them to identify with a group', 'define their social group', 'access to society group' etc.

	Accept	Marks	Notes
1 (e)	more than 200 million euros	1	

	Accept	Marks	Notes
1 (f)	work / (part-time) job(s)	1	

	Accept	Marks	Notes
1 (g)	<p>don't wear branded clothing (themselves)</p> <p>set/fix/lay down/have a monthly amount/limit/budget (for spending on clothes)</p> <p>use the (flea) market (for cheap offers)</p>	3	<p>Reject 'set good example' on its own; reject 'rarely wear branded clothing'</p> <p>Reject answers with 'contribution' or 'allowance' instead of 'amount'</p> <p>Ignore omission of 'flea' but reject mistranslations of 'flea market' such as 'supermarket', 'flow market'</p> <p>Reject 'second hand shop'</p>

	Accept	Marks	Notes
2 (a)	Olga	1	

	Accept	Marks	Notes
2 (b)	Karl	1	

	Accept	Marks	Notes
2 (c)	Gisela	1	

	Accept	Marks	Notes
2 (d)	Olga	1	

	Accept	Marks	Notes
2 (e)	Olga	1	

	Accept	Marks	Notes
2 (f)	Gisela	1	

	Accept	Marks	Notes
2 (g)	Karl	1	

	Accept	Marks	Notes
2 (h)	Karl	1	

	Accept							Notes
3	B	C	E	H	I	K	O	

(7 marks)

	Accept	Marks	Notes
4 (a)	Wind	1	Reject: ‚kein Wind‘ on its own

	Accept	Marks	Notes
4 (b)	schnell(er als normaler Federball); (Höchst)geschwindigkeit von 290 Stundenkilometern klein(er als normaler Federball) schwer(er als normaler Federball)	2 from 3	Reject ‚Geschwindigkeit‘ on its own

	Accept	Marks	Notes
4 (c)	(am) Strand (in der) Halle (auf) (dem) Dach (von Hochhäusern)	2 from 3	Reject ‚Hälle‘

	Accept	Marks	Notes
4 (d)	Fitness-Einsteiger / Leute, die mit einem Fitnessprogramm beginnen (gut trainierte) Sportfreaks / Sportfanatiker	2	Reject ‚Ansteiger‘, ‚Einsteige‘ Reject ‚trainierte Sportler‘

	Accept	Marks	Notes
4 (e)	Man verbraucht/verbrennt eine Menge/viele Kalorien / Ein hoher Kalorienverbrauch	1	Reject references to 'Schweiß' without mention of 'Kalorien' Reject distortions of 'Menge' such as 'Mengel' Reject 'Man verliert Kalorien', 'Kalorien abnehmen' etc.

	Accept	Marks	Notes
4 (f)	Er ist (echt) deutsch. / Er kommt nicht aus Amerika. / Die anderen kommen aus Amerika.	1	

	Accept	Marks	Notes
4 (g)	(in) 26 Länder(n)	1	

	Accept	Marks
5 (a)	4	1

	Accept	Marks
5 (b)	10	1

	Accept	Marks
5 (c)	3	1

	Accept	Marks
5 (d)	1	1

	Accept	Marks
5 (e)	8	1

	Accept	Marks
5 (f)	6	1

	Accept	Marks
5 (g)	2	1

	Accept							Notes
6	I	E	J	B	F	C	D	

(7 marks)

	Accept						Notes
7	A	C	E	F	J	L	

(6 marks)

	Accept	Marks	Notes
8 (a)	(eine) Bezeichnung / (einen) Namen	1	Reject answers which include incorrect additional material such as ‚Sie haben einen Namen‘

	Accept	Marks	Notes
8 (b)	(aus den) Anfangsbuchstaben ihrer (Vor)namen	1	Reject answers which include inappropriate additional material such as ‚in den Sinn, gebildet...‘

	Accept	Marks	Notes
8 (c)	(aus) Bautzen	1	Reject ‚Deutschland‘

	Accept	Marks	Notes
8 (d)	Rockmusik englische Texte / auf Englisch bekannte Hits	2 from 3	

	Accept	Marks	Notes
8 (e)	3 Monate nach ihrer/der Gründung	1	Reject ‚2001‘, but tolerate plausible dates in 2000 e.g. ‚Oktober 2000‘ nach 3 Monaten

	Accept	Marks	Notes
8 (f)	ihr Auftritt als Vorgruppe der Puhdys / als sie mit den Puhdys erschienen	1	[idea of playing alongside another band] Reject ‚ein Konzert der Puhdys‘ on its own

	Accept	Marks	Notes
8 (g)(i)	(Sie sang keine) englischen Texte (mehr). / (Sie sang nicht mehr) auf Englisch.	1	

	Accept	Marks	Notes
8 (g)(ii)	(ihren) Namen (wieder) wechseln / (einen) neuen Namen (bekommen) / Sie entschied sich für den Namen Silbermond.	1	

	Accept	Marks	Notes
8 (h)	harte / langjährige Arbeit	1	

	Accept	Marks	Notes
9 (a)	gute	1	

	Accept	Marks	Notes
9 (b)	reichhaltiges	1	

	Accept	Marks	Notes
9 (c)	öffentlichen	1	

	Accept	Marks	Notes
9 (d)	anstrengenden	1	

	Accept	Marks	Notes
9 (e)	hatten	1	Allow 'haben gehabt' even if both words written on dotted line.

	Accept	Marks	Notes
9 (f)	gestritten	1	

	Accept	Marks	Notes
9 (g)	erzählt	1	

	Accept	Marks	Notes
9 (h)	läuft	1	

	Accept	Marks	Notes
9 (i)	diskutiert	1	

	Accept	Marks	Notes
9 (j)	fern sieht	1	Reject 'fern sieht' (2 words)

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
NR	Irrelevant material
rep	Repeated point
?	Lack of clarity

The ✓ will be placed in the body of the text. The 'NR', '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 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*.

Additional guidance for marking**Introductions and conclusions**

Candidates are not expected to include an introduction or conclusion, but it enhances the structure if there is a brief introduction and a concluding short paragraph, possibly including a personal response. One of the criteria for inclusion in the higher bands for content is for a logical structure and this would enhance the overall structure of the essay.

Awarding ticks and question marks

Ticks should be used for any valid, comprehensible point. This could be a statement, a personal opinion, the development or explanation of a point already made, an example or illustration and a justification of a point of view. A question mark should be placed in the margin for points which are unclear or muddled eg where the candidate makes up a word or uses confusing target language.

Repetition and irrelevance

The symbol 'rep' should be placed in the margin where a candidate repeats a point already made. The symbol 'NR' should be used if a section is not relevant to the title eg a candidate talks about the consequences of smoking when the question asks for reasons for people smoking and for suggestions to reduce smoking.

Choosing the band for Content

A mark in the 17-20 band will be awarded for an essay which contains a good number of valid points which have been expanded, which has a good structure and contains little if any irrelevance, repetition or lack of clarity. A mark in the 13-16 band will be awarded for a good essay which makes a fair number of points but may contain some of the weaknesses identified above. A mark in the 9-12 satisfactory band would suggest that the candidate makes a few valid points but fails to develop some of these points and the structure may be erratic and a number of sentences may be unclear. Where a limited number of points is made with very little development and much confusing language, a mark in the 5-8 will be appropriate. Such essays will lack a coherent structure and good be very repetitive and superficial. Rarely, a mark in the 0-4 band will be awarded but this will be limited to very poor (usually short) essays where there is very little content and much that is irrelevant.

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.

10 ***Viele Erwachsene beklagen sich, dass ihre Kinder zu lange vor der Glotze hängen. Wie reagieren Sie darauf? Bringt das Fernsehen mehr Vorteile als Nachteile?***

- initial reaction to statement about parents complaining
- general comment on huge influence of TV
- relaxation
- entertainment
- information
- education
- violence
- manipulation e.g. through advertising
- poor quality programmes
- summary judgment on TV

(35 marks)

11 ***Schreiben Sie eine Antwort auf Jasmins E-Mail. Welche Ratschläge sollte sie Luise geben?***

- initial reaction to Jasmin's email e.g. sympathy
- consequences of poor diet
- suggestions for better diet
- consequences of lack of exercise
- suggestions for exercise – sport
- suggestions for exercise – alternative to sport, e.g. dance
- comment on sleep, e.g. sleep better after exercise
- maybe depression is a factor despite what Luise says
- general advice e.g. need to tread carefully
- final comment, e.g. 'hope Luise is soon back to previous form'

(35 marks)

12 ***Schreiben Sie einen Artikel für eine Schülerzeitung, in dem Sie Ihre Meinung zu diesem Thema äußern. Inwiefern ist Freundschaft anders als Liebe? Was ist Ihrer Meinung nach wichtiger – gute Freunde zu haben oder jemanden, den man liebt?***

- initial reaction to topic of love and friendship, e.g. agreement or disagreement with the quotation
- differences between love and friendship
- similarities between love and friendship
- a friend is someone you can trust
- a friend is someone who spends time with you
- a friend is someone who can give you advice
- love can lead to a long-term relationship
- love is deeper than friendship
- love means accepting a person's faults as well as strengths
- summarising comment, e.g. relative importance of love and friendship

(35 marks)
