



**General Certificate of Education (A-level)
June 2011**

German

GERM3

(Specification 2660)

Unit 3: Listening, Reading and Writing

Mark Scheme

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 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:

		% of A Level	Marks
AO1	Response to spoken language	8	25
AO2	Response to written language	18	60
AO3	Knowledge of grammar	8	25
	TOTAL	34	110

The marks will be allocated in the following way

	AO1	AO2	AO3
Listening Section	25		
Reading Section (Includes transfer of meaning from and into target language)		35	10
Writing Section		25	15

Section A: Listening and Reading

General Principles

- 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 is 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).

	Accept	Marks
1 (a)	480 four hundred and eighty vierhundertachtzig	1

	Accept	Marks
1 (b)	2,7 two point seven zwei . sieben zwei, sieben / zwei komma sieben	1

	Accept	Marks
1 (c)	13,6 Millionen thirteen point six million dreizehn, sechs Millionen	1

	Accept	Marks
1 (d)	50 fifty fünfzig / die Hälfte fünfzig / die Halfte	1

	Accept	Marks
1 (e)	1995 nineteen ninety five neunzehnhundertfünfundneunzig neunzehnhundertfunfundneunzig	1

	Accept						Notes
2	B	C	D	I	J	K	In any order

(6 marks)

	Accept	Marks	Notes
3 (a)	Die Zahl der Menschen, die aus ihrem Land flüchten werden, ist <u>bekannt</u> . <i>unbekannt/(noch) unklar</i>	2	Reject <i>nicht bekannt</i>

	Accept	Marks	Notes
3 (b)	Der Klimawandel wird Menschen in <u>Industrieländern</u> am schwersten betreffen. <i>Entwicklungsländern</i>	2	

	Accept	Marks	Notes
3 (c)	Eine <u>Minderheit</u> der Menschen wird in ihrer Heimat Zuflucht suchen. <i>Mehrheit</i>	2	

	Accept	Marks	Notes
3 (d)	Naturkatastrophen wie <u>Erdbeben</u> und Dürre können ein Grund für Migration sein. <i>Überschwemmungen</i>	2	Reject <i>Flut</i>

	Accept	Marks
4 (a)	P	1

	Accept	Marks
4 (b)	N	1

	Accept	Marks
4 (c)	P/N	1

	Accept	Marks
4 (d)	N	1

	Accept	Marks
4 (e)	P/N	1

	Accept	Marks
4 (f)	P	1

	Accept	Marks
5 (a)	F	1

	Accept	Marks
5 (b)	R	1

	Accept	Marks
5 (c)	F	1

	Accept	Marks
5 (d)	R	1

	Accept	Marks
5 (e)	R	1

	Accept	Marks
5 (f)	NA	1

	Accept	Marks
5 (g)	NA	1

	Accept	Marks
5 (h)	F	1

	Accept						Notes
6	D	H	B	E	A	G	In any order

	Accept	Marks
7 (a)	B	1

	Accept	Marks
7 (b)	C	1

	Accept	Marks
7 (c)	A	1

	Accept	Marks
7 (d)	C	1

	Accept	Marks
7 (e)	C	1

	Accept	Marks
7 (f)	B	1

	Accept					Notes
8	A	D	F	G	J	In any order

(5 marks)

		Accept	Notes
9	1 mark for each box. Award the mark if the sense of the German is expressed in acceptable English. The working total of 20 should be divided by 2 to give a maximum mark of 10. Round up any half-mark at the end.		
1	Die Nutzung der Atomkraft	Using/the use/utilisation/of nuclear/atomic power/energy (1)	Reject usage/use for
2	für die Stromgewinnung	to produce/generate electricity/for the production of <u>electricity/power</u> (1)	Reject electricity on its own Reject to provide/gain/obtain/for the provision of electricity
3	ist sehr umstritten.	is very controversial/debatable/disputed. (1)	Reject arguable
4	China und Indien lassen neue Atomkraftwerke bauen,	China and India are having new [nuclear power] stations built (1)	Reject: are building/letting/allowing
5	aber Deutschland bleibt	But/yet/however/whereas Germany remains/is still (1)	Reject: stays/is staying
6	größtenteils von ... abhängig	largely/ mainly/predominantly/to a great extent dependent/reliant/relies on (1)	Reject addicted to
7	fossilen Energieträgern	fossil fuels / fossil fuel sources (1)	Reject: energy sources
8	die sich nicht erneuern.	which are not renewable/non-renewable/cannot be renewed/ (1)	Reject renew themselves/don't renew/can't renew
9	Deutschland hat ... beschlossen.	[Germany] (has) decided/has made the decision (1)	Reject chosen
10	den Ausstieg aus der Atomenergie	to abandon / give up/ withdraw from [atomic power/energy]. / on a withdrawal... (1)	Reject step out/opt out of/cut/stop
11	Bis zum Jahr 2020	By (the year) 2020 (1)	Reject: Until / Up to / Before
12	sollen alle Kernkraftwerke, ... abgeschaltet werden.	all nuclear [power stations] are (supposed)/should/to be shut down/switched off/closed. (1)	Reject: ought to/future tense or future perfect
13	eines nach dem anderen,	one after the other/in turn/one by one (1)	
14	Aber viele Wissenschaftler sind sich darüber einig, dass	[But] many scientists agree / are in agreement that/share the opinion that(1)	Reject are of the opinion that
15	diese Kernkraftwerke ... Strom liefern.	<u>these</u> [nuclear power stations] (can) deliver / produce / provide [electricity] (1)	
16	sicher und zuverlässig	safely/securely and reliably (1)	Reject adjective forms e.g and are safe and reliable

9 Cont..

		Accept	Notes
9	1 mark for each box. Award the mark if the sense of the German is expressed in acceptable English. The working total of 20 should be divided by 2 to give a maximum mark of 10. Round up any half-mark at the end.		
17	rund um die Uhr und zu jeder Jahreszeit	round the clock / 24hr a day/24/7 and at all times of the year / in every season/throughout the year. (1)	Reject every day of the year
18	Ihrer Meinung nach ist Atomkraft weniger gefährlich	In their opinion [nuclear power] is less dangerous (1)	
19	als die deutsche Bevölkerung glaubt.	than the German population / German people think(s). (1)	Reject: the Germans/citizens/folk
20	Geht die Bundesregierung den falschen Weg?	Is the Federal / German government going down the wrong path/in the wrong direction/the wrong way? (1)	Reject made the wrong decision Reject past tense

(10 marks)

	English	Accept	Notes
10	For each box award the mark if there are no errors. Reject paraphrases. Do not allow lower case for upper and vice-versa. Insist on correct use of "ss" after short vowel and "ß" after long vowel. Insist on correct German word order. If a box does not gain the mark, no further penalty is incurred for incorrect word order in that box. The working total of 20 should be divided by 2 to give a maximum mark of 10. Round up any half-mark at the end.		
10 (a)			
1	Many people	Manche Viele (Leute/Menschen)	Reject: Viele Personen
2	think that	denken / glauben / meinen/sind der Meinung/sind der Ansicht, dass	
3	the earth's resources	die Erdressourcen / die Ressourcen der Erde /Bodenschätze	Reject Weltressourcen/ Rohstoffe
4	are unlimited	unerschöpflich / unbegrenzt/unendlich/ unbeschränkt sind / seien	
10 (b)			
1	How can	Wie kann	
2	enough electricity	Genügend/genug Strom / Elektrizität	
3	without coal and oil	ohne Kohle und Öl	
4	be produced	produziert werden / man ... produzieren / erzeugen / herstellen	Reject: machen/schaffen
10 (c)			
1	Windpower	(die) Windkraft / Windenergie	Reject separate words
2	will play	wirdspielen	
3	a more and more important role	eine immer wichtigere / bedeutendere / größere Rolle	
4	in environmental protection	Im/in dem/beim/bei dem Umweltschutz	
10 (d)			
1	German industry	Die deutsche Industrie	Reject: Deutsche Industrie (without article)
2	has begun	hat begonnen/angefangen	
3	pollution	(die) <u>Umwelt</u> verschmutzung	
4	to take seriously	ernst zu nehmen	Reject as one word and with capital

10 Cont..

10 (e)			
1	We would save	Wir würden sparen	
2	more money	mehr Geld	
3	if we had	wenn wir hätten / haben würden	
4	solar energy	Solarenergie / Sonnenenergie	Reject as separate words

(10 marks)

SECTION B: WRITING

Marking Guidance

1. The range of topics and areas for study is inevitably very wide, but all essays are assessed according to the same criteria. If the question requires, for example, an analysis of the main themes of a work, this will be the candidate's view of what the main themes are, provided he/she justifies his/her choice. If there are clearly significant errors of fact, these cannot be ignored, but fact should not be confused with interpretation.
 2. The mark scheme refers to *understanding and knowledge of the task*. 'The task' is to answer the specific question set. 'Understanding of the task' is the way in which the answer addresses the question, e.g. range, depth, covering all parts of the question and relevance to the question. 'Knowledge of the task' is the amount and range of detail used to answer the question set. It is not so much the actual knowledge as the way this knowledge is used and evaluated that is being assessed. Hence the Content mark is determined by how well the candidate has answered the specific question set. If a candidate has answered only one part of a two-part question, it is not possible to award a mark in the 'Good' band for Content.
 3. When assessing an essay for Content, a "top down" approach should be adopted by deciding whether the essay matches the criteria for the top band. If not, move down to the second band and so on. If an essay fully matches all the criteria for the top band, it should be given maximum marks. Such an essay will fully answer all parts of the set question, it will be fully relevant, and it will contain a good deal of evidence and very clear evaluation.
 4. If the essay is not worthy of a mark in the top band, move down the bands until the criteria are the best match for that essay. In these bands, in the event that an essay matches exactly the criteria for the band, it should be given the middle mark in that band. Otherwise, the mark should be adjusted up or down according to whether it is nearer the criteria for the band above or the band below. If an essay appears to be on the boundary between two bands and it is difficult to decide between the two, place the essay at the bottom of the higher band rather than the top of the lower band as this will allow access to the higher marks for Quality of Language.
 5. The degree of personal reaction required for any given band will vary to some extent according to the precise question set, and it is accepted that in some topics, particularly the study of a region, the reaction is effectively bound up with the evaluation, whereas if the question asks for the candidate's opinion of an author or artist, more obvious personal reaction is clearly required. Candidates do not constantly have to say "I think that..." to be giving personal reaction. For example, adjectives such as "effective" or "extraordinary" are expressing opinions.
 6. Evidence can take different forms. The candidate must show knowledge of the topic, but in the case of a literary topic, for example, this does not have to be accomplished via quotations; precise reference to specific episodes may fulfil this requirement. Furthermore, a quotation may explain or justify a point, but on its own it does not make a point; the candidate must be explicit.
 7. Remember that in awarding the Quality of Language marks, these may not come from a higher band than the Content mark. Thus if the Content is judged "Sufficient" (11–15) then the maximum mark for each of the three Quality of Language marks is 3. However, it should be noted that this is the **maximum** mark available; the mark will be lower if the essay does not meet the criteria for 3 marks.
 8. There is a minimum number of 250 words specified on the paper. There is no automatic penalty for writing less than the minimum: this will be self-penalising. Candidates can have
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access to the top mark bands by writing the minimum number of words, however, not all candidates will be able to meet the requirements of the top mark bands in an essay of 250 words. A well-structured and well-planned essay of 250 words with a wide range of vocabulary/range of structures will be eligible for the highest marks. It is the quality of the response and **not** the number of words which is important. There is no maximum number of words and all work is marked.

Section B: Writing (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.

Assessment Criteria**CONTENT**

Marks	Criteria
21-25	<p>Very Good</p> <ul style="list-style-type: none"> • Thorough understanding and knowledge of the task • Wide range of relevant examples and evidence • Clear evidence of evaluation and well-justified personal reaction • Well-organised structure with clear progression
16-20	<p>Good</p> <ul style="list-style-type: none"> • Sound understanding and knowledge of the task • Good range of relevant examples and evidence • Some evidence of evaluation and personal reaction but not always convincingly justified • Logical structure with some progression
11-15	<p>Sufficient</p> <ul style="list-style-type: none"> • Some understanding and knowledge of the task • Some relevant examples and evidence • Some evaluation and personal reaction evident but often not justified; over-reliance on received ideas • Structure is satisfactory though there may be some deficiencies
6-10	<p>Limited</p> <ul style="list-style-type: none"> • Limited understanding and knowledge of the task • Limited use of relevant examples and evidence • Limited evaluation and personal reaction; mainly descriptive or factual • Structure limited – often unclear or confusing
0-5	<p>Poor</p> <ul style="list-style-type: none"> • Little understanding and knowledge of the task • Lack of relevant evidence. Few examples • Little or no evaluation and/or personal reaction • Structure mainly unfocused and/or disorganised

QUALITY OF LANGUAGE**Range of Vocabulary**

Marks	Criteria
5	Very wide range of vocabulary used
4	A wide range of vocabulary used
3	Some variety in the use of vocabulary
2	Little variety in the use of vocabulary
0-1	Vocabulary simple and very limited

Complexity of Language

Marks	Criteria
5	Very wide range of complex structures
4	A wide range of structures including complex constructions
3	A variety of structures used with some attempts at complex constructions
2	Structures mainly simple, with little variety
0-1	Structures very simple and limited in scope

Accuracy

Marks	Criteria
5	Highly accurate with only occasional errors
4	Generally accurate with few errors
3	More accurate than inaccurate. Errors rarely impede communication
2	Some errors but these generally do not impede communication
0-1	Many errors which significantly impede communication

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

Total for Writing Section (40 marks)

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion