



**General Certificate of Education (A-level)
January 2012**

German

GERM1

(Specification 2660)

Unit 1: 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:

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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)	(19)60s	1	<i>Reject</i> 1960

	Accept	Marks	Notes
1 (b)(i)	23	1	<i>Reject</i> 23rd

	Accept	Marks	Notes
1 (b)(ii)	the east (of Germany / of the country) / eastern regions	1	<i>Reject</i> the east lands

	Accept	Marks	Notes
1 (c)	big(ger) screen no disturbance from others / ...other cinemagoers / no-one (else) disturbs you	2	<i>Reject</i> big wall <i>Reject</i> no disturbance on its own ; also <i>reject</i> distorted / distracted / annoyed / bothered / interrupted / get into line of sight

	Accept	Marks	Notes
1 (d)	(central) (loud)speaker(s)	1	<i>Reject</i> central sound system; (central) sound boxes

	Accept	Marks	Notes
1 (e)	headsets (in car) / headphones / earphones (car) radio / (car) stereo	2	<i>Reject</i> head speakers

	Accept	Marks	Notes
1 (f)	snow (thick) fog / mist	2	<i>Reject</i> poor visibility; clouds

	Accept		Marks	Notes
2 (a)	Was ist wichtig? Humor	Name Jan	1	Accept 'J' or recognisable misspelling of Jan

	Accept		Marks	Notes
2 (b)	Was ist wichtig? die gleichen Hobbys	Name Arno	1	Accept 'A' or recognisable misspelling of Arno

	Accept		Marks	Notes
2 (c)	Was ist wichtig? Geduld	Name Sebastian	1	Accept 'S' or recognisable misspelling of Sebastian

	Accept		Marks	Notes
2 (d)	Was ist wichtig? Alltagsgespräche	Name Jan	1	Accept 'J' or recognisable misspelling of Jan

	Accept		Marks	Notes
2 (e)	Was ist wichtig? Ratschläge	Name Arno	1	Accept 'A' or recognisable misspelling of Arno

	Accept		Marks	Notes
2 (f)	Was ist wichtig? Zuverlässigkeit	Name Sebastian	1	Accept 'S' or recognisable misspelling of Sebastian

	Accept		Marks	Notes
2 (g)	Was ist wichtig? Ehrlichkeit	Name Jan	1	Accept 'J' or recognisable misspelling of Jan

	Accept		Marks	Notes
3	Urlaubsziel	Was das Urlaubsziel bietet	10	<i>Insist on spelling with Ba- ; reject Vorbayern</i> <i>Reject Nortsee</i> <i>Reject manglings of lifted words e.g. Segelfence, Siegel, Zegel; tolerate Seegeln</i> <i>Reject Culture; allow Cultur, Kulture</i> <i>Insist on correct spelling of Rhein</i> <i>Allow Dorf; reject spellings with Du- but tolerate Dorfer (no umlaut)</i> <i>Insist on correct spelling of Berlin; reject Gesichte(r)</i>
	Bayern	Natur / für die (gesamte) Familie geeignet		
	Nordsee	Segeln ; ein (perfektes) Ziel für Segelfans		
	Hamburg	Kultur		
	Rhein(land)	(schöne) Dörfer / (man kann) wandern / Wanderungen / (man kann) Burgen (besichtigen)		
Berlin	Geschichte			

	Accept	Marks	Notes
4 (a)	R	1	

	Accept	Marks	Notes
4 (B)	R	1	

	Accept	Marks	Notes
4 (c)	F	1	

	Accept	Marks	Notes
4 (d)	NA	1	

	Accept	Marks	Notes
4 (e)	R	1	

	Accept	Marks	Notes
4 (f)	F	1	

	Accept	Marks	Notes
4 (g)	F	1	

	Accept	Marks	Notes
4 (h)	R	2	

	Accept	Marks	Notes
5	J, B, A, E, D, C (must be in this order)	6	

	Accept	Marks	Notes
6 (a)	Elke	1	Accept 'E' or recognisable mis-spelling of Elke

	Accept	Marks	Notes
6 (b)	Lisa	1	Accept 'L' or recognisable mis-spelling of Lisa

	Accept	Marks	Notes
6 (c)	Robin	1	Accept 'R' or recognisable mis-spelling of Robin

	Accept	Marks	Notes
6 (d)	Moritz	1	Accept 'M' or recognisable mis-spelling of Moritz

	Accept	Marks	Notes
6 (e)	Elke	1	Accept 'E' or recognisable mis-spelling of Elke

	Accept	Marks	Notes
6 (f)	Lisa	1	Accept 'L' or recognisable mis-spelling of Lisa

	Accept	Marks	Notes
6 (g)	Süleyman	1	Accept 'S' or recognisable mis-spelling of Süleyman

	Accept	Marks	Notes
6 (h)	Robin	1	Accept 'R' or recognisable mis-spelling of Robin

	Accept						Notes
7	A	C	E	H	I	L	

(6 marks)

	Accept	Marks	Notes
8 (a)	(Sie hat) einen (netten) Mann. (Sie hat) (drei) Kinder. (Sie hat) einen Hund / ein Hündchen / ein Haustier.	2 from 3	

	Accept	Marks	Notes
8 (b)	Sie bringt/verdient das Geld/Einkommen / (Sie ist) Brotverdiener(in).	1	<i>Reject:</i> Ärztin; sie arbeitet als Ärztin; sie ist berufstätig.

	Accept	Marks	Notes
8 (c)	Er erzieht / betreut / passt auf die Kinder auf. Er kümmert sich um den Haushalt. / Er macht den Haushalt. / Er macht die Hausarbeit. / Er macht das Haus sauber.	2	<i>Reject:</i> Er hilft mit den Kindern. <i>Reject:</i> Er spielt die Rolle der Hausfrau. / Er ist Hausmann. / Er bleibt zu Hause. <i>Reject:</i> Er kümmert den Haushalt <i>but tolerate</i> Er kümmert um den Haushalt.

	Accept	Marks	Notes
8 (d)	die unter 30jährigen	1	<i>Reject:</i> Junge Frauen/Männer.

	Accept	Marks	Notes
8 (e)	(in) Skandinavien	1	<i>Insist on spelling with Sk-</i> <i>Reject</i> anders als in Skandinavien

	Accept	Marks	Notes
8 (f)	(Immer mehr) Frauen haben die bessere Ausbildung. / weibliche Partner... / Sie [referring to männliche in qn] haben eine schlechtere Ausbildung.	1	<i>Reject:</i> Weil der Mann arbeitslos ist.

	Accept	Marks	Notes
8 (g)	Wenn der Mann arbeitslos ist. Wenn der Mann (zu) wenig verdient. / Wenn die Frau mehr als der Partner verdient.	2	<i>For both marking points, tolerate answers with als...</i> <i>Tolerate weniger, nicht zu viel</i> <i>Reject:</i> ...am unteren Rand der Gesellschaft.

	Accept	Marks	Notes
9 (a)	bekannter	1	Insist on correct spelling.

	Accept	Marks	Notes
9 (b)	aufgewachsen	1	Insist on correct spelling.

	Accept	Marks	Notes
9 (c)	gefördert	1	Insist on correct spelling.

	Accept	Marks	Notes
9 (d)	ersten	1	Insist on correct spelling.

	Accept	Marks	Notes
9 (e)	gewonnen	1	Insist on correct spelling.

	Accept	Marks	Notes
9 (f)	olympischen	1	Insist on correct spelling.

	Accept	Marks	Notes
9 (g)	bleibt	1	Insist on correct spelling.

	Accept	Marks	Notes
9 (h)	hält	1	Insist on correct spelling.

	Accept	Marks	Notes
9 (i)	dient	1	Insist on correct spelling.

	Accept	Marks	Notes
9 (j)	gäbe; geben würde	1	Insist on correct spelling. <i>Reject</i> geben sollte

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	<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*.

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 Sie haben im Fernsehen einen Werbespot gesehen, den Sie nicht akzeptabel finden. Schreiben Sie einen Brief an den Fernsehsender, in dem Sie Ihre Reaktion auf den Werbespot erklären.

- introduction: purpose of this letter
- description of product advertised
- when the advertisement was shown
- why it was unacceptable, e.g. violence
- why it was unacceptable, e.g. sexist
- effect of advertisement on viewers
- what the TV company should do, e.g. apologise
- what the TV company should do, e.g. withdraw the advertisement
- the need for the TV company to show responsibility
- suggested guidelines for acceptable advertising

Further guidance:

- It is **not** essential for candidates to lay out their answer as a letter with correct opening and closing formulae. However the style of the German should be appropriate to the task, i.e. it is a formal complaint. For example the use of *du* instead of *Sie* will adversely affect the content mark.
- The task refers to **einen Werbespot**, so answers focusing on advertising in general will not score highly for content.
- The task specifies that students must explain their reaction, i.e. they must justify their opinion in order to score a high mark for content.
- Wrong pronouns, e.g. *sein* instead of *Ihr* for 'your', impede communication and will affect the content mark.
- If the student addresses the company placing the advert, instead of addressing the TV company, then that will affect the content mark.

(35 marks)

11 Warum sind Musikfestivals Ihrer Meinung nach so populär? Können solche Events auch Probleme mit sich bringen?

- initial reaction, e.g. many young people now like going to pop festivals
- atmosphere
- music: well known bands
- music: better than listening at home
- able to see as well as hear the bands
- in the open air
- fewer constraints than at home
- problems e.g. disturbance to local environment / people
- problems e.g. substandard facilities
- personal perspective e.g. a festival that the candidate has attended or will attend

Further guidance:

- There are two parts to this question. Students must address both parts in order to score a high mark for content. However they do not need to be addressed sequentially; it is possible to embed the response to the second part within the response to the first part. Students also do not need to give equal weighting to the two parts of the question.
- It is acceptable for a student to state that such events cause no problems, provided that they give some kind of justification for this opinion.
- Although students may wish to include mention of a personal experience, a response that comprises nothing more than a personal experience will score a low mark for content.

(35 marks)

12 Warum gibt es oft Konflikte zwischen den Generationen? Wie kann man solche Konflikte lösen?

- initial reaction, e.g. are there really conflicts between the generations?
- why the problem has, or has not, got worse
- danger of stereotyping
- differing perspectives on relationships with parents, (girl/boy)friends etc.
- differing perspectives on education
- differing perspectives on music and fashion
- differing perspectives on free time activities
- how grandparents can support children
- how children can help grandparents
- how conflicts can be resolved

Further guidance:

- There are two parts to this question. Students must address both parts in order to score a high mark for content. However they do not need to be addressed sequentially; it is possible to embed the response to the second part within the response to the first part. Students also do not need to give equal weighting to the two parts of the question.
- It is acceptable for students to write about conflicts as seen from the perspective of only one generation, although the best responses are likely to contrast the viewpoints of the two generations.
- Students do not have to refer to the quotations on the question paper. No credit will be given for language that is directly lifted from those quotations.
- The task does not require any reference to the student's own experience, but it is acceptable for this to be included if it supports the line of argument.

(35 marks)