



**General Certificate of Education (A-level)
June 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)	67	1	Reject 'siebenundsechzig' Allow '67 Prozent'

	Accept	Marks	Notes
1 (b)	half / 50% / one in two / every other / every second	1	Reject: 'every two', '2:1', 'half the number of men'

	Accept	Marks	Notes
1 (c)	women find partner / are in a (steady) relationship / in a (fixed) partnership earlier / sooner / faster / quicker / younger women start family earlier / sooner / faster / quicker / younger	2	Reject: 'marry', 'move in with' The comparative adverb earlier / sooner / faster / quicker / younger only needs to be given once in this sub-question. If it is omitted altogether, max 1 for this sub-question.

	Accept	Marks	Notes
1 (d)	clean(er) clothes/underwear / clean washing / clothes get washed / the washing gets done ironed shirts hot/cooked lunch/dinner save money	4	Reject: 'things get cleaned' Reject 'hot food', 'hot meal', 'warm lunch' Reject 'have more money to spend', 'doesn't cost so much', 'parents save money'

	Accept	Marks	Notes
1 (e)	average / in middle (of range)	1	Reject 'similar', 'the same', 'equal', 'midfield', 'in middle half'

	Accept	Marks	Notes
1 (f)	Netherlands / Holland	1	

	Accept	Marks	Notes
2 (a)	M	1	Accept Mandy. Tolerate mis-spelling.

	Accept	Marks	Notes
2 (b)	J	1	Accept Jana. Tolerate mis-spelling.

	Accept	Marks	Notes
2 (c)	K	1	Accept Kerstin. Tolerate mis-spelling.

	Accept	Marks	Notes
2 (d)	J	1	Accept Jana. Tolerate mis-spelling.

	Accept	Marks	Notes
2 (e)	K	1	Accept Kerstin. Tolerate mis-spelling.

	Accept	Marks	Notes
2 (f)	M	1	Accept Mandy. Tolerate mis-spelling.

	Accept	Marks	Notes
2 (g)	K	1	Accept Kerstin. Tolerate mis-spelling.

	Accept	Marks	Notes
2 (h)	M	1	Accept Mandy. Tolerate mis-spelling.

	Accept	Marks
3 (a)	B	1

	Accept	Marks
3 (b)	B	1

	Accept	Marks
3 (c)	A	1

	Accept	Marks
3 (d)	C	1

	Accept	Marks
3 (e)	A	1

	Accept	Marks
3 (f)	B	1

	Accept	Marks
3 (g)	A	1

	Accept	Marks	Notes
4 (a)	14	1	Reject 'fourteen' but tolerate '14 years old'. Reject 'seit vierzehn Jahren'. Reject an inappropriate addition e.g. '14 Jahre Magersucht'

	Accept	Marks	Notes
4 (b)	Sie war rundlich / dick / übergewichtig. / wegen des Gewichts	1	Reject 'rundlich' etc on its own. Tolerate 'sie war rund'. Reject 'sie war groß' Reject first person answers e.g. 'wegen meines Gewichts'

	Accept	Marks	Notes
4 (c)	(Schul)sport, Sport in der Schule	1	

	Accept	Marks	Notes
4 (d)	Sie aß (immer) wenig(er). Sie ging täglich / oft / mehr / viel schwimmen.	2	Tolerate present tense e.g. 'Sie isst...' Reject '...esste...' Reject 'tagsüber, alltäglich'

	Accept	Marks	Notes
4 (e)	Sie kam ins Krankenhaus. Sie wurde untersucht. / Die Ärzte untersuchten sie. Sie wurde behandelt. / Die Ärzte behandelten sie.	2 from 3	Answer must have a verb and an appropriate subject/object i.e. 'sie'. Tolerate 'war' for 'wurde'. Reject 'sich' in 2 nd and 3 rd options.

	Accept	Marks	Notes
4 (f)	Gruppentherapie	1	Tolerate minor mis-spellings but reject 'o' or 'ou' for 'u' and reject 'y' for 'ie'.

	Accept	Marks	Notes
4 (g)	normal (zu) essen / essen ohne an ihr Gewicht zu denken / mehr (zu) essen	1	Reject 'normalerweise essen'

	Accept	Marks	Notes
4 (h)	(Es gibt) keine Verbindung / keinen Zusammenhang zwischen Schlankheit und Erfolg.	1	Tolerate verb 'verbinden'. Tolerate minor mis-spellings but reject 'Schlang...' and '...folk'.

	Accept	Marks	Notes
5	A, E, G, H, F, J (must be in this order)	6	

	Accept	Marks	Notes
6 (a)	3	1	

	Accept	Marks	Notes
6 (b)	6	1	

	Accept	Marks	Notes
6 (c)	9	1	

	Accept	Marks	Notes
6 (d)	2	1	

	Accept	Marks	Notes
6 (e)	10	1	

	Accept	Marks	Notes
6 (f)	1	1	

	Accept	Marks	Notes
6 (g)	5	1	

	Accept	Marks	Notes
6 (h)	8	1	

	Accept						Notes
7	B	D	F	H	J	K	In any order

(6 marks)

	Accept	Marks	Notes
8 (a)	(Er sieht) jung / nicht 80 (aus) / Man sieht ihm sein Alter nicht an.	1	Reject 'aktiv', 'fit', 'gut'. Reject 'Er sieht ... an'.

	Accept	Marks	Notes
8 (b)	mit 5 Jahren / als er 5 war	1	Tolerate '5 Jahre alt', 'Er war 5'. Reject '5' on its own and '5 Jahre'.

	Accept	Marks	Notes
8 (c)	(keinen richtigen) Hockeyschläger (keinen) Puck	2	Reject inappropriate lifting e.g. 'Puck dienten Tennisbälle' without the 'als'.

	Accept	Marks	Notes
8 (d)	(in der) Schule / Schulmannschaft	1	Reject 'Linksaußen'.

	Accept	Marks	Notes
8 (e)	Ingenieur	1	Tolerate minor mis-spellings but reject 'Eng...'

	Accept	Marks	Notes
8 (f)	(Er spielte in der) Firmenmannschaft.	1	

	Accept	Marks	Notes
8 (g)(i)	28 Jahre	1	Tolerate 'seit...' but reject 'vor...'

	Accept	Marks	Notes
8 (g)(ii)	Er spielte so gut wie jüngere Spieler. / Er machte keine schlechte Figur gegenüber jüngeren Spielern. / Er spielte gegen jüngere Spieler. / Er spielte mit jüngeren Spielern.	1	Reject 'Er blieb sportlich aktiv'.

	Accept	Marks	Notes
8 (h)	Er hatte eine Knieverletzung.	1	

	Accept	Marks	Notes
9 (a)	gehört	1	

	Accept	Marks	Notes
9 (b)	entdeckt	1	

	Accept	Marks	Notes
9 (c)	erschiene	1	

	Accept	Marks	Notes
9 (d)	ersten	1	

	Accept	Marks	Notes
9 (e)	gebracht	1	

	Accept	Marks	Notes
9 (f)	gute	1	

	Accept	Marks	Notes
9 (g)	perfekten	1	

	Accept	Marks	Notes
9 (h)	wohlfühlt	1	

	Accept	Marks	Notes
9 (i)	natürliches	1	

	Accept	Marks	Notes
9 (j)	hätten	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
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 band 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.

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.

Annotation of Scripts

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

Possible Content Points and further guidance

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 *„Kinder unter 10 Jahren sollten nicht länger als dreißig Minuten pro Tag fernsehen.“
Wie reagieren Sie auf diese Aussage?*

(35 marks)

Possible content points:

- initial reaction to statement, e.g. shock
- how much TV children usually watch
- arguments in favour of statement e.g. cuts out time for talking to family
- arguments in favour of statement e.g. cuts out time for being active
- arguments in favour of statement e.g. risk of seeing unsuitable programmes
- arguments against statement e.g. some programmes are beneficial
- arguments against statement e.g. TV is itself a part of children's culture
- arguments against statement e.g. children need to relax
- whether parents should impose a strict limit
- whether TV companies should help in some way

Further guidance:

- Students may use one or more of the given phrases as starting points if they wish.
- Students may adopt a 'for and against' approach, or they may present a one-sided case, i.e. just for or just against the statement.
- The response must be clearly focused on children's TV viewing, i.e. not the viewing habits of teenagers and not just a general essay on the merits and drawbacks of TV.
- Although the question refers to 'dreißig Minuten', it is not necessary for students to make specific reference in their answer to the length of time spent in front of the TV.
- As with all writing questions in GERM1, it is not necessary for students to refer to the German-speaking world, i.e. examples of British TV programmes are acceptable.
- Although students may wish to include mention of their personal experience, a response that comprises nothing more than that will score a low mark for content.

11 *Wie kann man Ihrer Meinung nach Freunde fürs Leben bleiben? Welche Probleme gibt es dabei?*

(35 marks)

Possible content points:

- initial reaction to question, e.g. 'it's something that many people wish for'
- personal perspective, e.g. candidate's parent or grandparent may have lifelong friend(s)
- qualities of lasting friendship, e.g. listening, not judging
- qualities of lasting friendship, e.g. spending time with person
- qualities of lasting friendship, e.g. shared interests
- qualities of lasting friendship, e.g. reliability, trust
- difficulties of keeping friendships going, e.g. moving to a different area / school / university
- difficulties of keeping friendships going, e.g. change in personality
- difficulties of keeping friendships going, e.g. as relationships with others change
- circumstances when it's best to end a friendship

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. Nor must the two parts be addressed in equal measure.
- Students may use one or more of the given quotations as starting points if they wish. However in order to gain a high mark for content they must develop and justify their response to any quotations used.
- Although students may wish to include mention of their personal experience, a response that comprises nothing more than that will score a low mark for content.
- Students may approach the task on one or both of two levels: the mechanics of keeping in touch with friends (skype etc) and/or a philosophical approach i.e. how to be a good friend.

12 Warum spielt Urlaub Ihrer Meinung nach eine so große Rolle im heutigen Leben?
(35 marks)

Possible content points:

- initial reaction to newspaper extract, e.g. surprise
- some people work harder and need holidays more
- some people have more time for holidays
- some people have more money for holidays
- people are more aware of holiday possibilities
- easier to travel abroad
- benefits of holidays e.g. relaxation, getting away from it all
- benefits of holidays e.g. sport or special interest
- benefits of holidays e.g. broadening horizons
- final comment e.g. possible trends for the future

Further guidance:

- Students may use as much or as little of the material in the box ('Wirtschaftliche Probleme ... als bisher') as they wish. If they choose to use that material, they must develop and justify their response in order to gain a high mark for content.
- Although the information given in the box applies to Germany, it is not necessary for students to refer to the German-speaking world in their answer.
- It is acceptable for students to disagree with the premise of the question, if for example they think that holidays are less important today than they used to be. Their answer will be judged on the quality of their argument.
- 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.

Mark Ranges and Award of Grades

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

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