



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

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)	B	1

	Accept	Marks
1 (b)	C	1

	Accept	Marks
1 (c)	A	1

	Accept	Marks
1 (d)	B	1

	Accept	Marks
1 (e)	A	1

	Accept	Marks
1 (f)	C	1

	Accept						Notes
2	A	B	E	H	I	K	Accept in any order

(6 Marks)

	Accept	Marks
3 (a)	U	1

	Accept	Marks
3 (b)	T	1

	Accept	Marks
3 (c)	N	1

	Accept	Marks
3 (d)	U	1

	Accept	Marks
3 (e)	N	1

	Accept	Marks
3 (f)	T	1

	Accept	Marks
3 (g)	U	1

	Accept						Notes
4	A	D	F	I	K	L	Accept in any order

(6 Marks)

	Accept	Marks
5 (a)	A; D	2

	Accept	Marks
5 (b)	B ; D	2

	Accept	Marks
5 (c)	A ; C	2

	Accept	Marks
6 (a)	D	1

	Accept	Marks
6 (b)	G	1

	Accept	Marks
6 (c)	A	1

	Accept	Marks
6 (d)	F	1

	Accept	Marks
6 (e)	I	1

	Accept	Marks
6 (f)	C	1

	Accept	Marks
7 (a)	P	1

	Accept	Marks
7 (b)	V	1

	Accept	Marks
7 (c)	V	1

	Accept	Marks
7 (d)	F	1

	Accept	Marks
7 (e)	T	1

	Accept	Marks
7 (f)	P	1

	Accept	Marks
8 (a)	F	1

	Accept	Marks
8 (b)	R	1

	Accept	Marks
8 (c)	NA	1

	Accept	Marks
8 (d)	F	1

	Accept	Marks
8 (e)	R	1

	Accept	Marks
8 (f)	NA	1

	Accept	Marks
8 (g)	F	1

		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 Konsequenzen des Autofahrens	The consequence(s) of driving / travelling by car / car journeys (1)	
2	wie Stau und Lärm	like / such as traffic jams / congestion and noise (pollution) (1)	
3	lassen sich..... beobachten	are / can be seen / observed / noticed / witnessed / you can see... (1)	Reject: are evident Reject: scrutinised Reject: allow themselves to be...
4	täglich in deutschen Großstädten.	daily / every day in (major / big) German cities / in big German towns. (1)	
5	Der Frankfurter Bürgermeister hält ... für erforderlich.	The Mayor of Frankfurt considers / thinks / deems / regards / believes / sees ... to be necessary / essential. (1)	Reject: Frankfurter Reject: important / advisable / a priority
6	eine neue Verkehrspolitik in seiner Stadt	a new transport(ation) / traffic policy in (his / the) town (1)	Reject: vehicle(s) Reject: rules / legislation /politics
7	Wir möchten ganz einfach	We just / (quite) simply would like / want (1)	
8	den Radverkehr verdoppeln.	to double cycle traffic / cycle transport / the number of cyclists / the use of bikes (1)	Reject: cycling / cycles [on its own]
9	Im nächsten Frühling	Next spring (1)	Reject: by next spring
10	sperren wir ... alle Straßen	we are closing / will close / block (off) / cut off all roads / streets (1)	Reject: ban
11	in der Innenstadt ... für motorisierte Fahrzeuge.	to / for (motorised) vehicles / motorised transport in the town centre / inner city. (1)	Reject: cars
12	Wir haben auch vor	We also intend / plan / are thinking (1)	Reject: want to / hope to
13	mehrere Millionen Euro zu investieren	to invest several million Euro(s)/euro(s) (1)	Reject: several more
14	für den Ausbau der Radwege	for the extension/expansion of cycle paths/tracks/routes/lanes/ways/network / for the creation/building of new cycle paths (1)	Reject: enlargement
15	sowohl als auch	both ... and / not only but also / as well as (1)	
16	im Stadtkern ... in den Vororten	in the (city) centre ... in the suburbs / outskirts (1)	

		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	Der Plan spielt eine Schlüsselrolle	The plan will play / plays a key / major / significant / important / principal role (1)	Reject: big
18	für den Umstieg vom Auto aufs Fahrrad	in getting people to switch from (the) car to (the) bike / in the switch / move / change / transfer ... / getting people out of their cars and on to their bikes (1)	Reject: transition / conversion / replacement / swap
19	und wird weiter diskutiert werden	and will be discussed / debated further / will carry on being discussed (1)	
20	bei einer Sondersitzung des Stadtrats	at a special / extraordinary meeting / sitting / session of the town / city / local council / authorities / town hall. (1)	Reject translations of 'Stadtrat' that refer to people e.g. councillors

(10 marks)

	English	Accept	Notes
10	For each box award the mark if there are no errors. Reject paraphrases. 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	Half	Die Hälfte / Eine Hälfte / Fünfzig Prozent	
2	of all car journeys	aller/von allen Autofahrten / Pkw-Fahrten / Reisen mit dem Auto	
3	are shorter	ist / sind kürzer	Reject: kleiner / weniger
4	than six kilometres.	als sechs Kilometer / 6km.	
10 (b)			
1	The Transport Minister	Der Verkehrsminister / Der Bundesminister für Verkehr	Reject: Transportminister
2	wanted to reduce	wollte reduzieren / verringern / vermindern / senken / verkleinern	
3	the number of lorries	die Zahl / Anzahl von Last(kraft)wagen	Reject: die Nummer
4	on the roads.	auf den Straßen / auf der Straße.	Reject: Strasse(n)
10 (c)			
1	It would be	Es wäre / es würde sein	N.B. Es würde Sinn haben = 2 marks
2	sensible	sinnvoll / vernünftig	
3	...dangerous products...	(die) gefährliche(n) Produkte / Waren / Güter / Sachen	
4	to transport ... by rail.	mit der Bahn / per Bahn mit dem Zug / auf der Schiene / auf den Schienen zu transportieren.	
10 (d)			
1	Public transport	(Die) öffentliche(n) Verkehrsmittel / Transportmittel / Der öffentliche Verkehr	
2	in the Federal Republic	in der Bundesrepublik / in der BRD / in Deutschland	
3	has improved a lot	haben sich sehr/viel verbessert. / sind viel besser geworden.	
4	recently.	in letzter Zeit / neulich / neuerdings / kürzlich / in jüngster Zeit	Reject: schon

10 (e)			
1	There is	Es gibt	
2	a special price	einen Sonderpreis / Sondertarif / einen besonderen/speziellen Preis / einen Spezialpreis	Reject: bestimmten
3	for students who travel	für Studenten / Schüler, die reisen / fahren / unterwegs sind / verreisen.	
4	at the weekend.	am Wochenende	

(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

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)

Section B: Notes

11a) This question calls for an analysis of the importance of the geographical situation of the region studied. Simple description of the area and its position and features would not score in the top two bands for Content. However, attempts to connect these features to aspects of the economy, tourism, transport, demography etc should be given appropriate credit when awarding marks in this category.

11b) Students might give reasons why they would or would not like to live in the region studied or they might present **both** sides of the argument; this is perfectly acceptable. Whichever decision they come to is not important. The question is seeking reference to specific aspects of the chosen region – geographical, cultural, social, economic, for example – in support of statements made.

12a) Students are free to choose more than one personality if they so wish. It does not necessarily follow that an answer concentrating on just one person will be any better supported than an answer dealing with more figures of the period. The concept of evaluation is closely linked with personal opinion and justification of their choice. It is also possible that some students might choose a non-German figure, such as Gorbachev; this is acceptable in the context of the question set if the answer refers closely to his influence on events “im deutschsprachigen Raum” at the time.

12b) The key word in this question is “Analysieren”. Whilst some description of life at the time would show some knowledge of the task, understanding would be displayed by analysis of the reasons why chosen aspects were positive or negative and for whom. Students who concentrate on the one aspect (positive **or** negative) should not be disadvantaged in the Content award; the important aspect of the question is the level and depth of analysis.

13a) In the context of the set question students have the opportunity to consider either the plot or the main characters **or** both. Straightforward descriptive answers would not be considered for the higher bands for Content. The second part of the question is clearly asking students to explain and justify their view and this must be treated adequately for the answer to be placed in the top bands.

13b) Students can legitimately refer to a wide variety of factors in response to the task – character, plot, imagery, humour, tension etc. The second part of the question cannot be ignored as it requires a personal opinion as part of the evaluative element. Answers which conclude that the author does not succeed in arousing reader interest are valid, of course, providing the opinion is well supported.

14a) The question is seeking a level of evaluation in the form of personal opinion supported by convincing justification. Students are clearly asked here to explain their view and close reference to the work studied would be expected here. Some students might find there are both optimistic **and** pessimistic elements to the work and this would be a perfectly acceptable approach, again providing there is strong support for points made.

14b) Students can choose any aspect of the work studied – themes, imagery, pace, plot, character etc – but are explicitly asked to **explain** what they particularly enjoyed. Therefore, one would expect close reference to the work in the form of concrete examples to support statements made. The level and depth of this support would form the basis for a judgement about knowledge and understanding of the task.

15a) Students are free to choose any element of the work studied but are asked to explain why they were impressed by it. One would expect close reference to the work in the form of concrete examples to support statements made. Elements selected will depend on the medium studied

but to be placed in the top bands one would expect to see reference to film director, musicality, instruments, rhythm, orchestration for the musician etc. The level and depth of this support would form the basis of a judgement about knowledge and understanding of the task.

15b) Although the question consists of one full sentence, there are two parts to be addressed. Students should convey **how** the aims/intentions/goals are made clear (what methods are used) and the second part calls for an evaluation of success of those methods. Answers must consider both parts of the question to be placed in the top two bands for Content.

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