



**General Certificate of Education (A-level)
January 2013**

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 students' 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 students' 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 students' 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 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)	increases/improves/boosts/ makes better well-being/how you feel	1	Reject: wellness/happiness/ health/welfare/wholesome
	reduces/lowers risk of heart disease/problems/illness	1	Reject: heart attack(s)

	Accept	Marks	Notes
1 (b)	practised/experienced (tennis) players	1	Reject: experienced people / professional (tennis players)
	beginners/newcomers/novices	1	Reject: amateur(s)/starters
	N.B. tennis players whether experienced or not = 2 marks		

	Accept	Marks	Notes
1 (c)	(players play in) groups (players in) movement / move constantly/all the time/continuously/always (loud) music (includes) fitness/aerobic exercises/activities strengthening/building muscles	4 from 5	Accept: group training Reject: often/continued Reject: practices Reject: stamina

	Accept	Marks	Notes
1 (d)	(improves) motivation	1	
	people stick with it (for longer)/don't give up/train for longer	1	
	N.B. It motivates you to carry on = 2 marks		

	Accept	Marks	Notes
2 (a)	Dominik	1	Accept 'D' or any recognisable abbreviation of Dominik

	Accept	Marks	Notes
2 (b)	Lilli	1	Accept 'L' or any recognisable abbreviation of Lilli

	Accept	Marks	Notes
2 (c)	Sabrina	1	Accept 'S' or any recognisable abbreviation of Sabrina

	Accept	Marks	Notes
2 (d)	Lilli	1	Accept 'L' or any recognisable abbreviation of Lilli

	Accept	Marks	Notes
2 (e)	Dominik	1	Accept 'D' or any recognisable abbreviation of Dominik

	Accept	Marks	Notes
2 (f)	Sabrina	1	Accept 'S' or any recognisable abbreviation of Sabrina

	Accept	Marks	Notes
2 (g)	Lilli	1	Accept 'L' or any recognisable abbreviation of Lilli

	Accept	Marks	Notes
2 (h)	Dominik	1	Accept 'D' or any recognisable abbreviation of Dominik

	Accept							Notes
3	A	C	D	G	J	L	M	

(7 marks)

	Accept	Marks	Notes
4 (a)(i)	5 Milliarden/5000000000 [nine zeros] Euro	1	Reject: Billionen/Millionen

	Accept	Marks	Notes
4 (a)(ii)	26% / 26 Prozent	1	Reject: wrong addition e.g. 26% im Vorjahr

	Accept	Marks	Notes
4 (b)	(bietet) mehr Informationen	1	Reject: informativ
	(größeren Raum für) Kreativität	1	Reject: wrong addition e.g. Räume für Kreativität
	mehr Kunden (erreichen)	1	
	die meisten Leute haben einen Internet-/Breitbandanschluss	1	Tolerate misspelling -anschluss

	Accept	Marks	Notes
4 (c)(i)	Video(-Werbespot)	1	

	Accept	Marks	Notes
4 (c)(ii)	14-29	1	

	Accept	Marks	Notes
4 (d)(i)	(Sie fühlen sich) gestört / Werbung stört sie / Sie denken, dass Werbung ärgerlich ist	1	Tolerate -ü- and -o- in gestört but no other wrong vowels

	Accept	Marks	Notes
4 (d)(ii)	sie akzeptieren sie zur Finanzierung einer Webseite	1	Tolerate 'Website'

	Accept	Marks	Notes
5 (a)	P	1	

	Accept	Marks	Notes
5 (b)	N	1	

	Accept	Marks	Notes
5 (c)	P	1	

	Accept	Marks	Notes
5 (d)	N	1	

	Accept	Marks	Notes
5 (e)	P	1	

	Accept	Marks	Notes
5 (f)	P/N	1	

	Accept	Marks	Notes
5 (g)	P	1	

	Accept	Marks	Notes
6 (a)	Tamara	1	Accept 'T' or any recognisable abbreviation of Tamara

	Accept	Marks	Notes
6 (b)	Fatma	1	Accept 'F' or any recognisable abbreviation of Fatma

	Accept	Marks	Notes
6 (c)	Clemens	1	Accept 'C' or any recognisable abbreviation of Clemens

	Accept	Marks	Notes
6 (d)	Lukas	1	Accept 'L' or any recognisable abbreviation of Lukas

	Accept	Marks	Notes
6 (e)	Tamara	1	Accept 'T' or any recognisable abbreviation of Tamara

	Accept	Marks	Notes
6 (f)	Fatma	1	Accept 'F' or any recognisable abbreviation of Fatma

	Accept	Marks	Notes
6 (g)	Clemens	1	Accept 'C' or any recognisable abbreviation of Clemens

	Accept	Marks	Notes
7 (a)	R	1	

	Accept	Marks	Notes
7 (b)	R	1	

	Accept	Marks	Notes
7 (c)	F	1	

	Accept	Marks	Notes
7 (d)	NA	1	

	Accept	Marks	Notes
7 (e)	F	1	

	Accept	Marks	Notes
7 (f)	R	1	

	Accept	Marks	Notes
8 (a)	(Das war) Babyspeck. / Das wird sich auswachsen.	1	Accept past tense Reject: Er war dick.

	Accept	Marks	Notes
8 (b)	(Er gerät) außer Atem (beim Laufen).	1	Accept past tense Reject: Er hat keine Kondition./Er kann nicht laufen.
	Freunde machen Witze (über ihn)./Er wird ausgelacht.	1	

	Accept	Marks	Notes
8 (c)(i)	Fettzellen verschwinden nicht./Es ist ein Grundstein fürs Leben.	1	Accept past tense

	Accept	Marks	Notes
8 (c)(ii)	(ein Überangebot an) zuckerhaltigen Getränken	1	
	(eine Veränderung der) Esskultur / Sie essen nicht mehr am Tisch. / Sie essen Fastfood vor dem Fernseher.	1	

	Accept	Marks	Notes
8 (d)(i)	gemeinsam (mit Mann und Kind) / am Tisch essen [must have <i>either</i> the idea of 'together' or the idea of 'at table']	1	

	Accept	Marks	Notes
8 (d)(ii)	Die (Termin)kalender sind zu voll. / Sie haben zu viel zu tun. / Die Familie ist beschäftigt.	1	

	Accept	Marks	Notes
8 (e)	Limonade Süßigkeiten zwischen den Mahlzeiten essen / mehr als 3 Mahlzeiten pro Tag	2 from 3	Reject: Wasser statt Limonade trinken

	Accept	Marks	Notes
9 (a)	billige	1	

	Accept	Marks	Notes
9 (b)	schöne	1	

	Accept	Marks	Notes
9 (c)	bequemes	1	

	Accept	Marks	Notes
9 (d)	kostet	1	

	Accept	Marks	Notes
9 (e)	niedrigen	1	

	Accept	Marks	Notes
9 (f)	übernachtet	1	

	Accept	Marks	Notes
9 (g)	muss	1	

	Accept	Marks	Notes
9 (h)	gereist	1	

	Accept	Marks	Notes
9 (i)	konnten	1	

	Accept	Marks	Notes
9 (j)	wird	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 will be appropriate. Such essays will lack a coherent structure and could 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 *Inwiefern sollten Eltern die Computernutzung ihrer Kinder kontrollieren? Erklären Sie Ihre Meinung dazu. (35 marks)*

- background: computers more and more a part of everyday life
- computers can be useful for learning skills
- computer games can be innocent fun
- better for children not to share a computer with adults
- computers can become addictive
- computers can be frustrating
- small children cannot use mouse and keyboard
- children should be experiencing the real world instead
- the need for adult supervision
- conclusion: to what extent parents should monitor their children's use of computers

Further guidance:

- Students may use one or more of the given quotations as starting points if they wish. Students must develop the ideas in those quotations in order to gain credit.
- An essay focusing on the benefits and pitfalls of computer usage by children, but with no explicit reference to parental monitoring, will score a maximum mark of 8 for Content.
- The question refers to *Kinder*, so it is inappropriate to focus entirely on (older) teenagers.
- While the title lends itself to a 'for and against' approach, it is acceptable for a student to adopt an extreme point of view, e.g. that no parental monitoring is necessary or that parents should not allow children to use computers at all, provided that they justify their case.

11 Viele Jugendliche haben als Vorbilder Stars aus den Bereichen Musik, Sport und Mode. Ist der Einfluss von Stars eher positiv oder negativ? Geben Sie Gründe für Ihre Antwort an.

(35 marks)

- initial response to statement, e.g. it is true that celebrities are role models for many young people
- example of positive influence: skill and ability
- example of positive influence: determination
- example of positive influence: self-belief
- example of a celebrity who can have a positive influence, with reasons
- example of negative influence: bad behaviour
- example of negative influence: breaking the law
- example of negative influence: greed
- example of a celebrity who can have a negative influence, with reasons
- conclusion: whether influence is on the whole positive or negative

Further guidance:

- Students may use any or all of the celebrities mentioned in the question - Lady Gaga, Sebastian Vettel and Kate Moss - as starting points if they wish.
- Students do not have to refer to all of the areas mentioned - music, sport and fashion.
- The question refers to *Einfluss von Stars* in the plural, and responses which refer to only one celebrity will score a maximum mark of 12 for Content.
- While the title lends itself to a 'for and against' approach, it is acceptable for a student to adopt an extreme point of view, e.g. that the influence of celebrities is entirely negative, or entirely beneficial, provided that they justify their case.
- References to body image, anorexia, etc. may be appropriate but should not be the focus of the essay.

12 Sie haben den folgenden Kummerkasten-Brief in einer deutschen Zeitschrift gelesen. Schreiben Sie eine Antwort an Laura.

(35 marks)

- initial reaction, e.g. sympathy
- loneliness is a common feeling
- Laura shouldn't feel ashamed of being lonely
- Laura has shown in the past that she can make friends
- pity that (Laura says) it is her fault that she lost contact
- suggestion: try getting to know one or two other pupils in class better
- suggestion: take up a new sport or activity
- suggestion: be open to people even if they seem unfriendly
- suggestion: is there something about Laura's behaviour that she could change?
- suitable closing statement

Further guidance:

- In order to have access to the top mark band for Content, responses must relate clearly to the situation explained in the letter. A response which focuses entirely on the nature of friendship in an abstract way will score a maximum mark of 8 for Content.
- A response which does not include any suggestions as to how Laura can make new friends will score a maximum mark of 8 for Content.
- Students may refer to their own experiences of friendship or to those of others, provided that they relate those experiences to the set task.

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