



**General Certificate of Education (A-level)
June 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)	showing/setting boundaries/ limits / saying no / telling them where they have to stop	1	Reject 'discipline'/'show rules'

	Accept	Marks	Notes
1 (b)	mobile / phone	1	Reject 'she was/felt like an outsider'
	all her friends had one / everyone else had one	1	
	didn't want to be an outsider/odd one out/be left out/excluded	1	

	Accept	Marks	Notes
1 (c)	she bought/got her one	1	Reject 'she [=daughter] bought one' / 'she bought her own phone'
	couldn't take/stand/cope with the arguments/quarrels/fights/ conflict(s) / didn't want to argue (any more) / fed up with arguing (about it)	1	Reject 'disagreements' / 'had been arguing for weeks'

	Accept	Marks	Notes
1 (d)	child/daughter is/was satisfied/content/happy/glad	1	Reject 'she had her own way' / 'she didn't complain any more'/'no more arguments'
	mum has/had/will have peace (and quiet) / mum gets left alone	1	Reject 'rest'/'calm'/'quietness'

	Accept	Marks	Notes
1 (e)	don't spoil/indulge children / don't give children everything they want	1	Reject 'don't give in' / 'don't buy their children everything'
	(give them) love	1	Reject 'affection'

	Accept	Marks	Notes
2 (a)	Birgit	1	Accept 'B' or any recognisable abbreviation of Birgit

	Accept	Marks	Notes
2 (b)	Jasmin	1	Accept 'J' or any recognisable abbreviation of Jasmin

	Accept	Marks	Notes
2 (c)	Tatjana	1	Accept 'T' or any recognisable abbreviation of Tatjana

	Accept	Marks	Notes
2 (d)	Jasmin	1	Accept 'J' or any recognisable abbreviation of Jasmin

	Accept	Marks	Notes
2 (e)	Birgit	1	Accept 'B' or any recognisable abbreviation of Birgit

	Accept	Marks	Notes
2 (f)	Tatjana	1	Accept 'T' or any recognisable abbreviation of Tatjana

	Accept	Marks	Notes
2 (g)	Jasmin	1	Accept 'J' or any recognisable abbreviation of Jasmin

	Accept	Marks	Notes
2 (h)	Birgit	1	Accept 'B' or any recognisable abbreviation of Birgit

	Accept	Marks	Notes
3 (a)	R	1	

	Accept	Marks	Notes
3 (b)	R	1	

	Accept	Marks	Notes
3 (c)	F	1	

	Accept	Marks	Notes
3 (d)	NA	1	

	Accept	Marks	Notes
3 (e)	F	1	

	Accept	Marks	Notes
3 (f)	NA	1	

	Accept	Marks	Notes
3 (g)	R	1	

	Accept	Marks	Notes
4 (a)(i)	(etwa) 150/einhundertfünfzig	1	Reject confusing mis-transcription of 'Vereine' e.g. '150 für eine'

	Accept	Marks	Notes
4 (a)(ii)	40.000/vierzigtausend	1	Reject English spelling e.g. 'thousand'

	Accept	Marks	Notes
4 (b)	Segelfliegen	1	Reject 'Z-' / 'Sagel-' / '-flegen' / '-fleigen'
	Eisgolf(en)	1	Reject 'Ice-'

	Accept	Marks	Notes
4 (c)(i)	die Stadt/Mülheim	1	Reject 'Sportvereine'

	Accept	Marks	Notes
4 (c)(ii)	(viele) Sportvereine	1	Reject 'Sportverein' (singular) but tolerate 'viele Sportverein' Reject 'Sportvoreine'

	Accept	Marks	Notes
4 (d)	die Grundlage(n)	1	Reject 'Gründe' Reject answers that do not make sense e.g. 'In denen man die Grundlagen lernt.'

	Accept	Marks	Notes
4 (e)(i)	BMX	1	Reject spelling out of letters e.g. 'icks'

	Accept	Marks	Notes
4 (e)(ii)	(der Verleih eines) (Fahr)rad(s)	1	Reject '-rat' Reject gross distortions of 'Verleih' e.g. 'Vorlei'

	Accept	Marks	Notes
4 (f)	ein Jugendsportpark	1	Tolerate addition of genitive -s Reject 'Jungensportpark'/'-pag'

	Accept	Marks	Notes
5 (a)	Cornelius	1	Accept 'C' or any recognisable abbreviation of Cornelius

	Accept	Marks	Notes
5 (b)	Pascal	1	Accept 'P' or any recognisable abbreviation of Pascal

	Accept	Marks	Notes
5 (c)	Daniel	1	Accept 'D' or any recognisable abbreviation of Daniel

	Accept	Marks	Notes
5 (d)	Daniel	1	Accept 'D' or any recognisable abbreviation of Daniel

	Accept	Marks	Notes
5 (e)	Pascal	1	Accept 'P' or any recognisable abbreviation of Pascal

	Accept	Marks	Notes
5 (f)	Tom	1	Accept 'T' or any recognisable abbreviation of Tom

	Accept	Marks	Notes
5 (g)	Cornelius	1	Accept 'C' or any recognisable abbreviation of Cornelius

	Accept	Marks	Notes
5 (h)	Tom	1	Accept 'T' or any recognisable abbreviation of Tom

	Accept	Marks	Notes
6 (a)	E	1	

	Accept	Marks	Notes
6 (b)	G	1	

	Accept	Marks	Notes
6 (c)	D	1	

	Accept	Marks	Notes
6 (d)	A	1	

	Accept	Marks	Notes
6 (e)	C	1	

	Accept	Marks	Notes
7 (a)	B	1	

	Accept	Marks	Notes
7 (b)	E	1	

	Accept	Marks	Notes
7 (c)	A	1	

	Accept	Marks	Notes
7 (d)	I	1	

	Accept	Marks	Notes
7 (e)	D	1	

	Accept	Marks	Notes
7 (f)	H	1	

	Accept	Marks	Notes
7 (g)	G	1	

	Accept	Marks	Notes
8 (a)(i)	Bauer(n)	1	Reject 'typische Alpendorfarbeit' Reject answers that don't make sense 'Bauern arbeiteten'

	Accept	Marks	Notes
8 (a)(ii)	(in) Hotels / Gaststätten	1	Reject addition of incorrect material e.g. 'Hotels und Ferienwohnungen'

	Accept	Marks	Notes
8 (b)	(nicht nur) zur (einheimischen) Bevölkerung	1	Reject 'kleine Familienbetriebe'
	(sondern auch) zu ausländischen Firmen / ins Ausland	1	Reject addition of incorrect material e.g. 'Touristen fließt nicht nur...'

	Accept	Marks	Notes
8 (c)(i)	die kleinen (Familien)betriebe / die Familienbetriebe	1	Reject 'kleine Familien' / '-betriebe'

	Accept	Marks	Notes
8 (c)(ii)	schneelose Winter / es schneit nicht (genug)	1	Reject addition of incorrect material e.g. 'schneelose Winter abfinden' Reject 'schneelos' with no mention of winter

	Accept	Marks	Notes
8 (d)(i)	Kunstschnee	1	Reject 'Schnee'

	Accept	Marks	Notes
8 (d)(ii)	er ist dicht(er als natürlicher Schnee)	1	

	Accept	Marks	Notes
8 (e)(i)	Agrotourismus / alternative Tourismuskonzepte	1	

	Accept	Marks	Notes
8 (e)(ii)	Natur(erlebnis)	1	Reject addition of inappropriate material e.g. 'Naturerlebnis im Vordergrund'

	Accept	Marks	Notes
9 (a)	kleine	1	

	Accept	Marks	Notes
9 (b)	frühe	1	

	Accept	Marks	Notes
9 (c)	werden / würden	1	

	Accept	Marks	Notes
9 (d)	positiven	1	

	Accept	Marks	Notes
9 (e)	umgeht	1	

	Accept	Marks	Notes
9 (f)	brachte	1	

	Accept	Marks	Notes
9 (g)	gefunden	1	

	Accept	Marks	Notes
9 (h)	erfreut	1	

	Accept	Marks	Notes
9 (i)	empfiehlt	1	

	Accept	Marks	Notes
9 (j)	großen	1	Reject 'grossen'

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	Very Good <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	Good <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	Sufficient <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	Limited <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	Poor <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	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

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 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 neither prescriptive nor exhaustive, but is illustrative of the points which could be made.

- 10** *Sie sind Filmfanatiker/in und möchten mit ein paar Freunden einen Kino-Klub organisieren. Schreiben Sie einen Zeitungsartikel, in dem Sie Ihre Pläne erklären. Welche Filme werden Sie zeigen, und warum?*

(35 marks)

Possible content points:

- who is proposing the project
 - what kinds of films will be shown
 - example of film to be shown
 - reason(s) for choosing that film
 - 2nd example of film to be shown
 - reason(s) for choosing that film
 - the target audience
 - benefits of the project for the local community
 - practical arrangements, e.g. location, times, cost
 - an appeal for support from the readers
-
- There are two parts to this question. Students must address both parts in order to score more than 12 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.
 - Although this task is framed as a newspaper article, students are not expected to present their response in the format of a newspaper article; rather it is the content that is important.
 - Some background information about cinema going may be appropriate, but a response that focuses mainly on the broad topic of cinema, e.g. the pros and cons of cinema going compared with watching DVDs at home, will score a low mark for content.
 - In response to the second part of the question, it is equally acceptable to refer to actual film titles – which do not have to be German – or to particular types of film. Reference to a single specific film title is insufficient.
 - The title clearly refers to a proposed film club, so responses that focus exclusively on a club that is already operating cannot score more than 12 for content.

- 11** *„Alkohol ist die schlimmste Droge.“ Wie reagieren Sie auf diese Aussage? Sollte der Alkoholkonsum strenger kontrolliert werden?*

(35 marks)

Possible content points:

- initial reaction to quotation
- alcohol is more socially acceptable than some other drugs
- alcohol abuse is rising in some social groups/contexts
- reasons for alcohol abuse
- effects of alcohol abuse on individual
- effects of alcohol abuse on society
- comparison between effects of alcohol and effects of other drugs

- arguments in favour of tighter controls, e.g. damage done by binge drinking
- arguments against tighter controls, e.g. personal freedom
- conclusion: agree or disagree with quotation

- There are two parts to this question. The response to the initial quotation may be brief but it must be there in order to score more than 16 for content. Students must address the second part of the question, i.e. why alcohol consumption **should** (not) be restricted, in order to score more than 12 for content.
- A response that lists only current restrictions on alcohol consumption, i.e. with no reference to what should happen, cannot score more than 16 for content.
- Although the first part of the question suggests a polarised response, it is acceptable for students to avoid a direct ‘yes’ or ‘no’ e.g. by explaining that it depends on the circumstances.
- 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 student’s line of argument.

**12 *Welche Lebensform ist Ihrer Meinung nach besser – Ehe oder Partnerschaft?
Erklären Sie Ihre Meinung dazu.***

(35 marks)

Possible content points:

- background: marriage has become less popular
- background: non-married couples now accepted as normal
- marriage restricts personal freedom
- marriage sometimes ends in separation/divorce
- marriage is just a piece of paper
- marriage encourages responsibility
- marriage can make things easier administratively/financially
- marriage is a public statement that two people love each other
- marriage can give children more security
- conclusion: whether marriage or cohabitation is better

- Although the wording of the question suggests a polarised response, it is equally acceptable for students to explain the pros and cons of both types of relationship.
- 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 student’s line of argument.
- Lengthy references to a ‘single’ lifestyle are not directly relevant to the task and will be treated as such. A response that focuses entirely on the difference between living alone and living in a relationship cannot score more than 8 for content.
- Reference to same-sex marriages and/or partnerships may be made.

Mark Ranges and Award of Grades

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

Converting Marks into UMS marks

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