



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

German

GERM3

(Specification 2660)

Unit 3: Listening, Reading and Writing

Final

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.

Further copies of this Mark Scheme are available from: aqa.org.uk

Copyright © 2013 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

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)	D	1

	Accept	Marks
1 (b)	F	1

	Accept	Marks
1 (c)	B	1

	Accept	Marks
1 (d)	G	1

	Accept	Marks
1 (e)	J	1

	Accept	Marks
2 (a)	D	1

	Accept	Marks
2 (b)	J	1

	Accept	Marks
2 (c)	F	1

	Accept	Marks
2 (d)	A	1

	Accept	Marks
2 (e)	H	1

	Accept						Notes
3	B	C	F	G	K	L	Accept in any order

(6 marks)

	Accept			Marks	Notes
4 (a)	U	3	6	3	Accept numbers in either order BUT letters must be correct. Award 1 mark for each correct element

	Accept			Marks	Notes
4 (b)	G	1	9	3	Accept numbers in either order BUT letters must be correct Award 1 mark for each correct element

	Accept			Marks	Notes
4 (c)	F	4	8	3	Accept numbers in either order BUT letters must be correct Award 1 mark for each correct element

	Accept	Marks
5 (a)	B	1

	Accept	Marks
5 (b)	A	1

	Accept	Marks
5 (c)	A	1

	Accept	Marks
5 (d)	C	1

	Accept	Marks
5 (e)	C	1

	Accept	Marks
5 (f)	B	1

	Accept	Notes
6	A C F H J	Accept in any order

(5 marks)

	Accept	Notes
7	F B I E G A	Answers MUST be in this order

(6 marks)

	Accept	Marks
8 (a)	R	1

	Accept	Marks
8 (b)	NA	1

	Accept	Marks
8 (c)	R	1

	Accept	Marks
8 (d)	F	1

	Accept	Marks
8 (e)	R	1

	Accept	Marks
8 (f)	R	1

	Accept	Marks
8 (g)	NA	1

	Accept	Marks
8 (h)	F	1

		Mark	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	Young people / Youngsters / Youths from / with a(n) immigrant / immigration / emigration / migration background	1	Reject: Teenagers / Adolescents
2	feel / are feeling disadvantaged / at a disadvantage	1	Reject: are / have (disadvantages) Reject: neglected / abandoned / forgotten
3	in / on / by the German job / work / employment / labour market.	1	Reject: work place Reject: when trying to find work in Germany
4	Volkan ... is an exception / is different. / The same cannot be said for...	1	Reject: is exceptional
5	who emigrated / migrated / immigrated	1	Reject : came from / went out of / left
6	from Turkey at the age of 12 / when he was 12.	1	
7	He ... already successfully / succeeded in	1	
8	has done / doing his training / internship / apprenticeship at / for / in a world-famous / world-renowned bank.	1	Reject: education Reject: world-known / world-recognised
9	"I could have worked / I would have been able to work	1	
10	for / at / in several smaller (savings) banks,	1	Reject: many
11	thought about it / considered it for a while N.B. 'after some consideration' = 1 mark	1	
12	(and) in the end / finally / eventually decided on / chose / picked / opted for	1	Reject: at last
13	the biggest / the most famous / the best known name / company / bank / one.	1	Reject: names / brand name
14	We offer / provide our Turkish customers / clients a special / particular service	1	Reject: customer / client [singular]

15	and I (can) advise them in their native / own / first / mother language / tongue.	1	Reject: talk to / communicate Reject: Turkish
16	Because of (the) many / numerous possibilities / opportunities / openings here	1	
17	I am very happy / satisfied	1	
18	with my career choice / choice of job / choice of work / choice of profession / chosen profession.”	1	
19	Unfortunately / Sadly ... that is seldom / that is rarely the case / this doesn't often happen	1	
20	for fellow Turks / his compatriots / countrymen / people from his country.	1	Reject: many of his people

(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	Less than 30%	Weniger als / Unter 30% / dreißig Prozent	
2	of immigrants in Austria	von / der Migranten / Immigranten / Einwanderer(n) in Österreich	
3	have found	haben ... gefunden.	
4	a job.	einen Arbeitsplatz / Job / Beruf / eine Stelle / Arbeit	
10 (b)			
1	Some refugees	Einige / Manche / Ein paar Flüchtlinge	Reject: Asylbewerber
2	hope to live	hoffen ... zu leben / zu wohnen / leben zu können.	
3	for a long time.	lange / (für) eine lange Zeit / längere Zeit / langfristig	
4	in this country	in diesem Land	
10 (c)			
1	Language courses	Sprachkurse	
2	are ... offered	werden ... (an)geboten.	
3	usually	gewöhnlich / normalerweise / üblicherweise / meistens / häufig / oft	
4	by the best employers.	von den besten Arbeitgebern N.B. Die besten Arbeitgeber bieten ... an = 2 marks	
10 (d)			
1	Many asylum seekers	Viele Asylsuchende / Asylbewerber	
2	have been	sind	
3	for six months.	seit sechs / 6 Monaten	
4	homeless	obdachlos / ohne Dach über dem Kopf / ohne Heim / ohne Zuhause.	
10 (e)			
1	We learn about	Wir lernen über	
2	a different culture	eine andere Kultur / andere Kulturen / verschiedene Kulturen / unterschiedliche Kulturen N.B. Wir lernen eine andere Kultur kennen = 2 marks	
3	by travelling	wenn / indem / dadurch, dass wir ... fahren.	
4	abroad.	ins Ausland / in andere Länder N.B. wenn wir ausreisen = 2 marks	

(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 fulfill 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)

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