

A-LEVEL GERMAN

Unit 3 – Listening, Reading and Writing
Mark scheme

2660
June 2014

Version/Stage: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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

A2 JUNE 2014 (GERM3) MARK SCHEME

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)

Q	Accept	Marks
1 (a)	F	1

Q	Accept	Marks
1 (b)	C	1

Q	Accept	Marks
1 (c)	M	1

Q	Accept	Marks
1 (d)	A	1

Q	Accept	Marks
1 (e)	D	1

Q	Accept	Marks
1 (f)	H	1

Q	Accept	Marks	Notes
2 (a)	A D F	3	Accept in any order

Q	Accept	Marks	Notes
2 (b)	A B E	3	Accept in any order

Q	Accept	Marks	Notes
3 (a)	<p>1 Der Aufenthalt im Weltall wird <u>eine Stunde</u> dauern.</p> <p>2 wenige Minuten</p>	2	<p>In Q3 where two answers are given: 2 items underlined e.g. <u>im Weltall ...</u> <u>eine Stunde</u> and 1 correction = 1 mark max 2 items underlined and 2 corrections = 0 Tolerate: wenig / weniger / wenigen</p>

Q	Accept	Marks	Notes
3 (b)	1 Fluggäste werden <u>den Mond</u> von ihrem Sitzplatz beobachten können.	2	Tolerate: Erd Reject: Planete on its own
	2 die Erde / den Planeten Erde		

Q	Accept	Marks	Notes
3 (c)	1 Wissenschaftler sehen das Projekt als positiv an, aber eine Umweltorganisation ist aus <u>ökonomischen</u> Gründen dagegen.	2	
	2 moralischen		

Q	Accept	Marks	Notes
4	B, D, E, H, M, O, P	7	1 mark for each correct letter Accept in any order

Q	Accept	Marks	Notes
5	H, D, A, K, G, E	6	1 mark for each correct letter Answers must be in this order

Q	Accept	Marks
6 (a)	C	1

Q	Accept	Marks
6 (b)	A	1

Q	Accept	Marks
6 (c)	A	1

Q	Accept	Marks
6 (d)	B	1

Q	Accept	Marks
6 (e)	C	1

Q	Accept	Marks
6 (f)	B	1

Q	Accept	Marks
7 (a)	D	1

Q	Accept	Marks
7 (b)	S	1

Q	Accept	Marks
7 (c)	W	1

Q	Accept	Marks
7 (d)	D	1

Q	Accept	Marks
7 (e)	W	1

Q	Accept	Marks
7 (f)	S	1

Q	Accept	Marks
7 (g)	D	1

Q	Accept	Marks
8 (a)	D	1

Q	Accept	Marks
8 (b)	G	1

Q	Accept	Marks
8 (c)	A	1

Q	Accept	Marks
8 (d)	C	1

Q	Accept	Marks
8 (e)	K	1

Q	Accept	Marks
8 (f)	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	Ein neuer Jugendknast	A new youth/juvenile/young persons' prison/offenders institution	1	Accept Americanisms e.g. penitentiary
2	ist in Hamburg eröffnet worden.	has (been)/was opened in Hamburg	1	
3	Der Direktor lehnt die alte Denkweise ab.	The director/governor/boss rejects/refuses the old way of thinking	1	Reject: thinking way/idea/view
4	dessen Ideen kontrovers sind	whose ideas are controversial	1	
5	Jeder Häftling	Every prisoner/inmate	1	Reject: offender/arrested person
6	hat eine eigene Zelle mit Fernseher.	has their/his own cell with a TV set.	1	Reject: room
7	Tagsüber	During the day/All day long	1	Reject: every day/daily
8	haben sie eine große Auswahl	they have a wide choice	1	
9	an Kursen und Freizeitbeschäftigungen.	of courses/lessons and leisure activities/pursuits/ hobbies	1	
10	Sie dürfen wöchentlich Besuch bekommen,	They are allowed/can have a weekly visit/one visit per week/weekly visits,	1	Reject: one visitor
11	viermal öfter als üblich ist.	four times more than (is) usual/the norm	1	
12	Viele brauchen medizinische Hilfe	Many need medical help/attention	1	
13	und Ärzte und Psychologen sind zu sprechen	and doctors and psychologists are available/are there to speak to	1	Reject: psychiatrists
14	zu jeder Zeit	at all times/all the time/ always	1	Reject: every day
15	Es soll ihnen hier nicht schlecht gehen,	They shouldn't have a hard time of it here/It shouldn't be bad for them here	1	Reject: feel bad
16	auch wenn	even if/though	1	
17	die Öffentlichkeit es gern anders hätte.	The public/people would like it to be different/ would like them to	1	Reject: would have liked
18	Am wichtigsten ist,	The most important thing is	1	
19	dass diese Jugendlichen eines Tages	that one day these youths/young people/teenagers	1	
20	ein Leben ohne Verbrechen führen werden.	will lead a life without crime.	1	

Total marks to be divided by 2 = 10**(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		Zu Hause / Zuhause / Daheim	
2		sollten wir / sollte man	Reject: soll
3		mehr recyceln / wiederverwerten	
4		und weniger wegwerfen / wegschmeißen	Reject: weg werfen
10 (b)			
1		Viel Müll / Abfall / viele Abfälle	
2		wird gesammelt / Man sammelt ...	Reject: kollektiert
3		im Sommer	
4		am Strand	Tolerate incorrect time- place word order e.g. am Strand im Sommer Reject: auf dem Strand
10 (c)			
1		Es ist gelungen / ... haben es geschafft / ... haben Erfolg gehabt	
2		den Deutschen	
3		viele Flüsse	
4		zu reinigen / sauberzumachen / sauber zu machen	Reject: zu putzen
10 (d)			
1		In (den) Entwicklungsländern / Schwellenländern	Reject: dritte Welt
2		werden Kinder krank	
3		wegen	
4		(der) Luftverschmutzung	
10 (e)			
1		Über zehntausend / 10.000 Leute	
2		nehmen ... teil / beteiligen sich	
3		jedes Jahr	
4		an einem Umweltprojekt	

(10 marks)

Mark Scheme

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	Very Good <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	Good <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	Sufficient <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	Limited <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	Poor <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)

GERM3 Section B

11a). This is a fairly open and straightforward question, which allows students to display their detailed knowledge of the region. Students may consider a variety of aspects that appeal to a wide range of people (after all, the question does suggest there is something for everybody). For a mark in the high Content bands one would expect to see reference to groups such as students, tourists, business people, those interested in culture and even, possibly, the local population. Points need support, as ever, by close and accurate reference to the region itself by way of illustration. The concept of personal reaction is closely linked with the concept of evaluation as students are asked to justify their answer.

11b). To access the higher bands for Content students do need to show a reasonably detailed knowledge of the economy of the region. Very good answers would consider how certain problems have been tackled – problems such as unemployment (including youth unemployment), effects of technology, the economic crisis, accommodating new industries, government and private investment etc. Evaluation in this question comes in the student's attempt to gauge the success of measures taken and how they see the economic future. Any personal view must be accepted but one would expect convincing supportive statements.

12a). The question allows students to choose one or more figures and it does not necessarily follow that an answer concentrating on just one personality will be any better supported than one dealing with more than one personality of the period. The key word in the question is “*Bewerten*” and to fulfil the requirements of a very good response one would wish to see lots of points made concisely and convincingly. It is possible that students select a non-German figure like Gorbachev; this is acceptable in the context of the topic as long as the answer refers to events/consequences im deutschsprachigen Raum. Any comments made by the student about the success or otherwise or about positive or negative effects of the actions of the chosen figure(s) should, of course, be taken as evaluation and personal reaction and given credit accordingly.

12b). The question does ask for their opinion on the winners **and** losers and to achieve an award in the higher bands for Content one would expect both sides to be addressed. To display *knowledge* of the set task one would expect to see reference to events and consequences of the period and here some description or narrative is acceptable BUT the question is clearly seeking an explanation for the students' opinion. Therefore, it is important that they present evidence to support statements and views, evidence convincing enough to satisfy the criteria of personal reaction and evaluation.

13a). This is a fairly straightforward question allowing students to choose one or several characters from the work(s) studied. It does, however, seek a personal reaction as to whether the characters are *sympathisch* and whether or not this is important to the work(s) as a whole. One hopes to see reference to the character's role in the work and their influence on the plot. Simple narration presented as support for statements would be a limiting factor in accessing higher mark bands.

13b). Students have the opportunity to exploit this question to the full. It allows them to consider one main theme or several and come to a conclusion. The question asks for a justification of their choice and this element would require some depth of analysis of the importance of each chosen theme in order to satisfy the criteria of personal reaction and evaluation. Again, straightforward narration is not sufficient in terms of convincing support for statements made.

In Questions 13a and 13b it is worth remembering that although direct quotation is often a powerful way to support points made, it is not necessary to access marks in the highest band.

14a). This question allows students free rein in a way. The student can decide what the dramatist's/poet's aims were in producing the work and might come to their own conclusions about entertaining the audience/reader, highlighting certain local/personal/global problems, protesting about or supporting certain issues etc. Any ideas about the aims and intentions must be accepted but to gain access to higher mark bands there must be strong justification and one would expect close reference to the work(s) as well as adequate depth of analysis.

14b). The second part of the question "*Erklären Sie warum*" implies seeking a breadth and depth of evaluation in the form of personal reaction supported by convincing justification. Students are asked to explain a personal view and close reference to the work studied would be expected. Some students might find there are both tragic and comic elements to the work and this would be a perfectly acceptable approach, again providing there is strong support for points made.

In Questions 14a and 14b if poetry is chosen, then discussion of a substantial body of work should be presented in order to be placed in the top bands for Content. Reference to just one play would be sufficient to allow access to these bands.

In Questions 14a and 14b it is worth remembering that although direct quotation is often a powerful way to support points made, it is not necessary to access marks in the highest band.

15a). There is no right or wrong answer but a very good answer should show a strong awareness of what the director/painter/architect/musician was trying to convey in producing the work. The question also requires a personal evaluation of the degree to which these aims were met and this would be addressed by clear and detailed reference to the work(s) studied. Any view supported by convincing illustration or argument should be placed in the higher bands for content.

15b). The question gives the opportunity to praise positive aspect of work(s) studied as well as criticise elements the student did not particularly appreciate. It could be that the student finds nothing positive or nothing they would criticise; this is perfectly acceptable as long as the response explains *why* this view is taken. The level and depth of any reference to the work(s) and of any explanation would form the basis of a judgement about knowledge and understanding of the task.

For all questions students need to show knowledge and understanding. Specific, unambiguous, detailed and accurate reference to work(s) together with a level of justified personal reaction are distinguishing features of very good answers.

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