



A-LEVEL

German

Unit 3 Listening, Reading and Writing
Mark scheme

2661
June 2015

Version 1: Final mark scheme

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

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 students 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 student 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)	D	1

Q	Accept	Marks
1 (b)	O	1

Q	Accept	Marks
1 (c)	F	1

Q	Accept	Marks
1 (d)	B	1

Q	Accept	Marks
1 (e)	H	1

Q	Accept	Marks	Notes
2 (a)	B, C	2	1 mark for each correct letter. Accept in any order

Q	Accept	Marks	Notes
2 (b)	A, E	2	1 mark for each correct letter. Accept in any order

Q	Accept	Marks	Notes
2 (c)	B, D	2	1 mark for each correct letter. Accept in any order

Q	Accept	Marks
3 (a)	F	1

Q	Accept	Marks
3 (b)	B	1

Q	Accept	Marks
3 (c)	F	1

Q	Accept	Marks
3 (d)	S	1

Q	Accept	Marks
3 (e)	B	1

Q	Accept	Marks
3 (f)	S	1

Q	Accept	Marks
3 (g)	F	1

NB Question 4(a) to (f) Answers must make sense in their totality. Errors in capitalisation and minor misspellings tolerated.

Q	Accept	Marks	Notes
4 (a)	Die Wirtschaft ist im Aufschwung/sie ist gut/die Lage ist gut/eine hohe Wachstumsrate Tolerate hohste/hochsten	1	Reject Aufschwung on its own/Aufzwung/ auf Schwung

Q	Accept	Marks	Notes
4 (b)	besser/gut bezahlt	1	Reject bezahlt/sie werden gebraucht

Q	Accept	Marks	Notes
4 (c)	Die Jugendarbeitslosigkeit ist hoch/ über dem EU Durchschnitt	1	Reject Jungenarbeitslosigkeit

Q	Accept	Marks	Notes
4 (d)	Man muss tief in die Tasche greifen/viel Geld haben/verdienen/ausgeben/bezahlen	1	

Q	Accept	Marks	Notes
4 (e)	Es gibt einen Personalmangel /nicht genug Arbeiter	1	Reject Personelmangel

Q	Accept	Marks	Notes
4 (f)	Für medizinische Behandlung/wenn man krank/verletzt ist (1) Das (staatliche) Gesundheitssystem ist schlecht/enttäuscht/besser in Deutschland(1)	2	Reject für Behandlung on its own Reject staatliche/städtliche Reject enttäuscht mich

Q	Accept	Marks
5 (a)	C	1

Q	Accept	Marks
5 (b)	A	1

Q	Accept	Marks
5 (c)	N	1

Q	Accept	Marks
5 (d)	B	1

Q	Accept	Marks
5 (e)	K	1

Q	Accept	Marks
5 (f)	E	1

Q	Accept	Marks
6 (a)	R	1

Q	Accept	Marks
6 (b)	F	1

Q	Accept	Marks
6 (c)	R	1

Q	Accept	Marks
6 (d)	NA	1

Q	Accept	Marks
6 (e)	NA	1

Q	Accept	Marks
6 (f)	R	1

Q	Accept	Marks
6 (g)	F	1

Q	Accept	Marks
7 (a)	D	1

Q	Accept	Marks
7 (b)	C	1

Q	Accept	Marks
7 (c)	A	1

Q	Accept	Marks
7 (d)	B	1

Q	Accept	Marks
7 (e)	C	1

Q	Accept	Marks
7 (f)	D	1

Q	Accept	Marks	Notes
8	A, B, E, G, K, N	6	1 mark for each correct letter. Accept letters in any order

			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	Wer kennt das Problem nicht?	Who doesn't know the problem/isn't familiar with/hasn't experienced the problem	1	Reject this
2	Man ist im Urlaub	You're on holiday	1	
3	und macht sich Sorgen	and worry/are worrying	1	
4	um die Sicherheit des Hauses.	about house security / how safe the house is	1	
5	Dank der neuesten Technologie	Thanks to the latest/newest technology	1	
6	kann sich jeder beruhigt fühlen.	Everyone/anyone can feel/reassured/relaxed/calm	1	Reject all of them/you Reject safe/at peace
7	von nun an	from now on	1	
8	Bei einem elektronischen Zutrittssystem	With/through/via/ an electronic entry system	1	Reject electrical
9	öffnet sich die Haustür nur dann, wenn	the front door opens only when/if	1	
10	sich der Hausbesitzer identifiziert.	the householder/(home) owner/occupier/occupant identifies himself/themselves	1	
11	per Fingerabdruck	by fingerprint	1	
12	oder, wenn die Kamera einen Gesichtsscan durchführt	or when the camera does a scan of the face	1	
13	und ihn ... erkennt	and recognises him/them	1	
14	biometrisch an der Augenfarbe	biometrically by the colour of his/their eyes	1	Reject biometric eye colour
15	Wenn man verreist ist,	When you are away/not at home	1	Reject on holiday/travelling
16	gehen die Lichter an und aus	lights go on and off	1	
17	zu den durch Handy programmierten Zeiten.	at times programmed by (your) mobile phone.	1	
18	Auf diese Weise	In this way	1	Reject due to this
19	wirkt das Haus immer bewohnt,	the house always looks occupied/lived in	1	
20	um Einbrecher fernzuhalten.	to keep burglars/intruders away/at bay/out/deter	1	Reject robbers/thieves/stop/prevent

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		Ohne Zweifel/zweifellos	
2		wird weiter wachsen	Reject steigen
3		die Weltbevölkerung/globale Bevölkerung	
4		schnell/rasant	
10 (b)			
1		Ich kenne	
2		ein paar/einige Leute,	Reject manche/viele
3		die gearbeitet haben	
4		in den ärmsten Ländern	
10 (c)			
1		Sie brauchen/benötigen	
2		sauberes Trinkwasser	
3		um zu leben	
4		gesund NB Sie brauchen/ sauberes Trinkwasser/, um ... zu führen/ ein gesundes Leben = 2 marks	
10 (d)			
1		Der Kampf	
2		gegen Kinderkrankheiten/Kindererkrankungen in Afrika	
3		muss werden	
4		gewonnen NB Man muss/den Kampf/ gegen Kinderkrankheiten/Kindererkrankungen in Afrika/ gewinnen = 2 marks	
10 (e)			
1		Millionen	
2		sind/werden bedroht	
3		während einer Dürre/ Trockenperiode	
4		von Hungersnot/Hunger /Unterernährung	

(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 student'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 student has answered the specific question set. If a student 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 assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level.
4. 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. Once you have assigned a mark band you then need to decide upon a mark within that band. 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, contain a good deal of evidence and very clear evaluation.
5. 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.
6. 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 student's opinion of an author or artist, more obvious personal reaction is clearly required. Students 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.
7. Evidence can take different forms. The student 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 student must be explicit.

8. The marks for Range of Vocabulary, Complexity of Language and Accuracy are not limited by the Content mark. Once the Content mark has been awarded the essay should be carefully reconsidered and the Content disregarded when the three Quality of Language marks are awarded. It is therefore possible that an essay can be placed in the 'Poor' band for Content and still be awarded the maximum of 5 marks for each of the other categories. The only exception is that if an essay is awarded 0 for Content it will automatically be awarded 0 for the other three categories. You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.
9. 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. Students can have access to the top mark bands by writing the minimum number of words, however, not all students 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.
10. While the mark scheme includes some suggested content points, there is no expectation that students will make these specific points. Examiners must reward what they read on the basis of the generic mark scheme.

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.

Further guidance for Essay Questions 2015

11(a) This essay requires the student to address BOTH parts of the question, although not necessarily separately. Answers do not need to be in two distinct parts but the analysis of changes/developments should be clearly stated and commented upon for access to the top bands for Content. There must be some reference to population trends, for example in terms of immigrants (and the effect of second/third generation), emigrants, age profile, transitory groups etc. over the years and the effects need to be evident in the response.

11(b) This question requires reference to geographical position and features and one would expect to see a reasonably detailed knowledge with specific examples given (rivers, mountains, transport links, urbanisation, forest, coastline etc.). Simple description of the area and its position and features would not score in the top two bands for Content. The question calls for an analysis of their significance and attempts to connect these features to aspects of the economy, tourism, transport, demography should be given appropriate credit when awarding marks in this category.

12(a) Students are free to choose whether they agree or not with the statement, depending on which period of history they choose. For access to the higher bands for Content the answer should detail how and why most people struggled to survive. On the other hand, students might decide most people had a decent life. Whichever way students wish to respond, the important element here is how they support their statement to justify their choice.

12(b) The key word in this question is “*Analysieren*”. Students might show “knowledge” of the task by recounting events of the period but, “understanding” would be demonstrated by the strength and depth of analysis. For an answer to be placed in the top two bands for Content one would expect to see clear analysis of the reasons and consequences of the chosen events for any affected citizens as well as for the state/country. Although the question asks for the most important events in the plural, students who choose just one event and comment adequately on its significance should not be at any disadvantage when it comes to awarding marks for Content. The important aspect of the question is the level and depth of analysis.

13(a) Students can legitimately refer to a wide variety of factors in response to the task – character, use of first person narrative, plot, imagery, humour, irony etc. The second part of the question cannot be ignored as it requires a personal opinion on the success of these methods as part of the evaluative element. Answers which conclude that the author does not succeed in conveying any message are valid, of course, providing the opinion is well supported.

13(b) Again, this question is in two parts and both need to be addressed for access to the higher bands for Content. Students are free to choose any number of *Nebenfiguren*. Besides an analysis of the role they play in the work one would expect a personal reaction to the second part of the question with some justification for this opinion. Whilst direct quotation is not a pre-requisite for higher band marks, there must be strong reference to the texts in support of points made.

14(a) It would be acceptable if students viewed this question as a consideration of the themes presented in the work(s) and whether any solutions are offered. If students choose the work of a *Dramatiker* they might identify personal problems faced by characters in the work as well as wider social issues. If they choose the work(s) of a *Dichter* discussion of any problem identified would be

legitimate. In this respect this is a fairly open question and credit should be given for whatever angle the student takes. The second part of the question must not be ignored, however, for a full response to the task.

14(b) This is a straightforward question but one which requires a degree of personal reaction and evaluation. Knowledge of the work will be demonstrated by reference to aspects such as character, plot, themes, imagery, style and whilst direct quotation is not a pre-requisite for higher band marks, there must be strong reference to the texts in support of points made. Understanding can be considered when students justify whether the work is to be recommended or not. Answers which do not recommend the work are not to be disadvantaged in the award of marks for Content.

15(a) This question asks for a personal response to the reasons for the success of the work(s) studied and in that sense any well-supported and justified statement will be legitimate. Close and accurate reference to work(s) will be evidence of knowledge but personal reaction and evaluation will be an important consideration here. Answers which do not regard the work(s) as successful must not be disadvantaged in the award of Content marks provided there is strong justification of expressed opinions.

15(b) The second part of this question is very important when considering the award of Content marks. Students might show knowledge of influential figures or historical events, which should be acknowledged of course, but it is how these are reflected in the work that counts. One would expect substantial supportive material in this answer for access to the higher bands.

CONTENT

Marks	Criteria
21-25	<p data-bbox="292 461 443 495">Very Good</p> <ul data-bbox="292 495 1244 633" 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 <p data-bbox="292 667 1323 902">A top mark of 25 should be awarded for a performance which is as good as can reasonably be expected from an ‘A’ level student, though it need not contain every point an examiner would have included. The student uses her/his detailed knowledge of the subject matter to write a well focused answer to the question set. Points made are always or almost always supported with relevant examples or evidence. Where appropriate, the student justifies her/his opinions in a convincing manner.</p> <p data-bbox="292 936 1323 1070">A mark of 23 or 24 is awarded for a response which displays almost all of the qualities listed above. It shows minor weaknesses in one or two areas, e.g. its focus may occasionally wander from the question set, or an important point may not be convincingly backed up by specific evidence.</p> <p data-bbox="292 1104 1323 1339">A mark of 21 or 22 is awarded for a response which displays most but not all of the qualities listed for a top mark in this band. The student shows very good knowledge of the subject matter but may not always make effective use of that knowledge in the context of the question set. The overall level of justification is good, but one or two statements are likely to be unsupported by evidence. The response is well structured, but the reasoning may be slightly disjointed in places.</p>
16-20	<p data-bbox="292 1379 371 1413">Good</p> <ul data-bbox="292 1413 1276 1585" 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 <p data-bbox="292 1619 1323 1821">A mark at the upper end of this band is awarded for a response which shows good knowledge of the subject matter but may not always fit precisely with the question set. The student uses a good range of examples and evidence, although there may be occasional omissions. The overall level of justification is satisfactory, but a few statements are likely to be unsupported by evidence. The response is generally well structured.</p> <p data-bbox="292 1854 1323 2051">A mark at the lower end of this band is awarded for a response which shows good knowledge of the subject matter and which does provide a good answer to the precise question set, but is perhaps not always focused on the question. The student uses a good range of examples and evidence, but there may be some omissions. Opinions are offered where appropriate, but the quality of justification is variable. The response is generally well structured.</p>

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 <p>A mark at the upper end of this band is awarded for a response which is relevant to the broad topic area and answers the question set reasonably well, but perhaps not fully, and there may be some irrelevance. The student shows a reasonable knowledge of the subject matter through her/his use of examples and evidence, but there are likely to be gaps and possible misunderstandings. The response includes appropriate personal reactions, but perhaps not well justified.</p> <p>A mark at the lower end of this band is awarded for a response which is relevant to the topic but not always relevant to the chosen title. Some, but probably not all points are supported by examples and evidence but there are likely to be gaps and misunderstandings. Opinions are not always justified. In one or two places the essay may be difficult to follow.</p>
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 <p>A mark at the upper end of this band is awarded for a response which is relevant to the topic but not well focused on the chosen title. The student makes only limited use of examples and evidence. Opinions are superficial and the response is mainly descriptive rather than evaluative. The response may be difficult to follow.</p> <p>A mark at the lower end of this band is awarded for a response which is mainly relevant to the topic but not focused on the chosen title. Part of the question may not be answered. The student makes only limited use of examples and evidence. Opinions are superficial and not well justified and the response is descriptive rather than evaluative.</p>

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 <p>A mark at the upper end of this band is awarded for a response which may show limited general relevance to the topic but does not answer the question set. Evidence and examples are few in number and are likely to be irrelevant. Any opinions are superficial and the response is merely descriptive. The response may well be difficult to understand.</p> <p>A mark at the lower end of this band is awarded for a response where virtually no points are made which are relevant to the question set. There is little or no relevant evidence or examples. There are likely to be no appropriate opinions. A mark of zero is awarded only for an answer which shows no relevance to the task set. A zero score for Content will automatically result in a zero score for Section B as a whole. A mark of zero must not be awarded without reference to a Senior Examiner.</p>
------------	---

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

The marks awarded for each of Range of Vocabulary, Complexity of Language and Accuracy are not limited by the mark awarded for Content. The essay is assessed for Quality of Language independently of the Content mark unless the Content mark is 0, in which case the mark in the other three categories will also be 0.

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