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# A-LEVEL

# German

Unit 3 Listening, Reading and Writing  
Mark scheme

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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](http://aqa.org.uk)

The assessment objectives will be allocated in the following way:

		<b>% of A Level</b>	<b>Marks</b>
AO1	Response to spoken language	8	25
AO2	Response to written language	18	60
AO3	Knowledge of grammar	8	25
	<b>TOTAL</b>	<b>34</b>	<b>110</b>

The marks will be allocated in the following way

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
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	Notes
1	B E F K N	5	1 mark for each correct letter. Accept letters in any order

Q	Accept	Marks	Notes
2	A D F G K O	6	1 mark for each correct letter Accept letters in any order

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

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

Q	Accept	Marks	Notes
3 (c)	C D	2	Accept in any order

Q	Accept	Marks
4 (a)	Die Regierung / das Gesetz verbietet die Beschäftigung von Kindern unter 14 Jahren/ Kinder unter 14 Jahren dürfen nicht arbeiten (1)  in den <b><u>gefährlichsten</u></b> Industrien (1) <b>Reject</b> kleiner als 14	2

Q	Accept	Marks
4 (b)	(Die Arbeit verursacht) Allergien (1) Hustenanfälle (1)  Verletzungen durch herabfallende Steine (1)  Es gibt keine Erste-Hilfe (1)  Any 3 from 4	3

Q	Accept	Marks
4 (c)	Sie arbeiten (bis zu) acht Stunden pro Tag / ohne Pause <b>Reject</b> 8 Uhr	1

Q	Accept	Marks
4 (d)	Sie fühlen sich nicht ausgebeutet (1) Es ist normal für Kinder aus armen Familien zu arbeiten (1)  Sie sind daran gewohnt, die Familie zu unterstützen (1)  Sie tragen zum Lebensunterhalt bei (1)  Any 2 from 4	2

Q	Accept	Marks	Notes
5	H C F O A	5	1 mark for each correct letter Letters <b>must</b> be in this order

Q	Accept	Marks	Notes
6 (a)	B D	2	1 mark for each correct letter. Accept letters in any order

Q	Accept	Marks	Notes
6 (b)	C E	2	1 mark for each correct letter. Accept letters in any order

Q	Accept	Marks	Notes
6 (c)	A E	2	1 mark for each correct letter. Accept letters in any order

Q	Accept	Marks	Notes
6 (d)	B C	2	1 mark for each correct letter. Accept letters in any order

Q	Accept	Marks
7 (a)	T	1

Q	Accept	Marks
7 (b)	B	1

Q	Accept	Marks
7 (c)	T	1

Q	Accept	Marks
7 (d)	P	1

Q	Accept	Marks
7 (e)	T	1

Q	Accept	Marks
8 (a)	B	1
8 (b)	K	1
8 (c)	N	1
8 (d)	A	1
8 (e)	F	1
8 (f)	M	1
8 (g)	E	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	Martin Schmidt will sich ein neues Leben aufbauen	Martin Schmidt wants to make a new life <b>for himself</b>	1	
2	Vor sechs Jahren	Six years ago	1	
3	ist er ... in eine rechtsextremistische Gruppe eingestiegen	he joined/got into/ became a member of an extreme right(wing) group	1	<b>Reject</b> was introduced to
4	durch seinen ..... damaligen Freund	through his (then) friend at the/that time	1	
5	Ich weiß aus eigener Erfahrung	I know from <b>personal/my own</b>	1	

		experience		
6	welche Methoden eingesetzt werden	what methods are used/put in place	1	
7	um neue Mitglieder zu gewinnen	to get/recruit/attract new members	1	<b>Reject</b> win
8	Du darfst nur bestimmte Ausdrücke verwenden	You are allowed/can only say/use certain expressions/ words	1	
9	musst dich wie ein Skinhead kleiden	must dress like a skinhead	1	
10	und deren Musik hören	and listen to their music	1	
11	Alles andere	Everything/anything else	1	
12	gilt als untreu	is seen as/counts as/is deemed to be unfaithful/unpatriotic/ disloyal	1	<b>Reject</b> untrue
13	Hätten die Kameraden mich .... erwischt	If my friends/comrades had caught me	1	
14	beispielsweise	for example/instance	1	
15	im Gespräch mit einem Ausländer	talking to a foreigner	1	
16	hätte es wohl Schläge gegeben	there would have <b>certainly/definitely</b> been a fight / it would <b>certainly/definitely</b> have come to blows	1	<b>Reject</b> come to punches
17	Darauf habe ich einfach keine Lust mehr	I <b>just/simply</b> don't want that any more	1	
18	Heute ist Martin Anfang zwanzig	Today Martin is in his early twenties	1	<b>Reject</b> just turned twenty/at the start of his twenties
19	Das ist eine Lebensphase	That's a time / stage of /phase in life	1	
20	in der man sich Gedanken über die Zukunft machen muss.	when you/one must think about your/one's future.	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		Glauben Sie/glaubst du eigentlich/wirklich, dass	



2		Tiere ..... wie Menschen	
3		die gleichen Rechte	
4		haben sollten	<b>Reject</b> sollen
10 (b)			
1		Diese Experimente	
2		haben ..... geholfen	
3		kranken Kindern und Erwachsenen	
4		überall / weltweit	
10 (c)			
1		Wenn Wissenschaftler ..... hätten	
2		genug Geld	
3		würden sie bald ..... entdecken / finden	<b>Reject</b> erfinden
4		neue Lösungen	
10 (d)			
1		Die meisten Forscher / Erforscher	
2		interessieren sich nur für	
3		den Schutz	
4		(von) unserer Gesundheit.	
10 (e)			
1		Fast jeder benutzt / Fast alle benutzen	
2		seit vielen Jahren	
3		Schönheitsprodukte / Schönheits-Produkte	
4		ohne zu denken / ohne nachzudenken	

**(10 marks)**

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## 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 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 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.
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 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.
6. 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.
7. 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.

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. 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.

### 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**

<b>Marks</b>	<b>Criteria</b>
21-25	<p><b>Very Good</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Thorough understanding and knowledge of the task</b></li> <li><input type="checkbox"/> <b>Wide range of relevant examples and evidence</b></li> <li><input type="checkbox"/> <b>Clear evidence of evaluation and well-justified personal reaction</b></li> <li><input type="checkbox"/> <b>Well-organised structure with clear progression</b></li> </ul> <p>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. The student uses her/his detailed knowledge of the subject matter to write a well focused answer to the question set. Examples are skilfully integrated into the line of argument. The student justifies her/his opinions in a convincing manner. The structure is clear and the response as a whole is easy to follow.</p> <p>A mark of 23 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>A mark of 21 is awarded for a response which displays some but not all of the qualities listed for a top mark in this band. The student shows 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><b>Good</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Sound understanding and knowledge of the task</b></li> <li><input type="checkbox"/> <b>Good range of relevant examples and evidence</b></li> <li><input type="checkbox"/> <b>Some evidence of evaluation and personal reaction but not always convincingly justified</b></li> <li><input type="checkbox"/> <b>Logical structure with some progression</b></li> </ul> <p>A mark of 20 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 well structured albeit with some possible gaps in the line of reasoning.</p> <p>A mark of 18 is awarded for a response which shows good knowledge of the subject matter, but the reader may feel at times that the student is wandering from the question set, perhaps by including material that would be more relevant to a different task. The student uses a good range of examples and evidence, but there may be some omissions. Opinions are offered, but the quality of justification is variable. The response is well structured, but there are likely to be gaps in the line of reasoning.</p> <p>A mark of 16 is awarded for a response which shows fairly good knowledge of the subject matter, but there is likely to be occasional irrelevance. The student includes</p>

	<p>examples and evidence with reasonable success, but there are likely to be some omissions. Opinions are offered, but the quality of justification is not always sufficient. The response is well structured, but there may be gaps in the line of reasoning.</p>
<p><b>11-15</b></p>	<p><b>Sufficient</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Some understanding and knowledge of the task</b></li> <li><input type="checkbox"/> <b>Some relevant examples and evidence</b></li> <li><input type="checkbox"/> <b>Some evaluation and personal reaction evident but often not justified; over-reliance on received ideas</b></li> <li><input type="checkbox"/> <b>Structure is satisfactory though there may be some deficiencies</b></li> </ul> <p>A mark of 15 is awarded for a response which is relevant to the broad topic area but may not always be fully focused on the chosen title. The student shows some 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 an over-reliance on received ideas detracts from the quality of the evaluation. There are likely to be deficiencies in the structure.</p> <p>A mark of 13 is awarded for a response which is relevant to the topic but includes one or more paragraphs which are not clearly focused on the chosen title. The student uses some examples and evidence to back up her/his points, but there are likely to be gaps and misunderstandings. Opinions are not always justified and an over-reliance on received ideas detracts from the quality of the evaluation. There are likely to be deficiencies in the structure.</p> <p>A mark of 11 is awarded for a response which is relevant to the topic but not clearly focused on the chosen title. The student uses a few appropriate examples and evidence, but there are likely to be gaps and misunderstandings. Opinions are insufficiently justified and an over-reliance on received ideas detracts from the quality of the evaluation. Deficiencies in the structure may make the response difficult to follow.</p>
<p><b>6-10</b></p>	<p><b>Limited</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Limited understanding and knowledge of the task</b></li> <li><input type="checkbox"/> <b>Limited use of relevant examples and evidence</b></li> <li><input type="checkbox"/> <b>Limited evaluation and personal reaction; mainly descriptive or factual</b></li> <li><input type="checkbox"/> <b>Structure limited – often unclear or confusing</b></li> </ul> <p>A mark of 10 is awarded for a response which is relevant to the topic but not focused on the chosen title. It may be an acceptable answer to a question different from the one set. The student makes only limited use of examples and evidence. Opinions are superficial and the response is mainly descriptive rather than evaluative. Deficiencies in the structure may make the response difficult to follow.</p> <p>A mark of 8 is awarded for a response which is mainly relevant to the topic but not focused on the chosen title. The student makes only limited use of examples and evidence. Opinions are superficial and the response is descriptive rather than evaluative. Deficiencies in the structure, e.g. a lack of linking words, make the response difficult to follow.</p> <p>A mark of 6 is awarded for a response which shows some general relevance to the topic but is not focused on the chosen title. Evidence and examples are limited and</p>

	<p>may not always be relevant. Any opinions are superficial and the response is merely descriptive. Deficiencies in the structure may make the response difficult to understand.</p>
<b>0-5</b>	<p><b>Poor</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Little understanding and knowledge of the task</b></li> <li><input type="checkbox"/> <b>Lack of relevant evidence. Few examples</b></li> <li><input type="checkbox"/> <b>Little or no evaluation and/or personal reaction</b></li> <li><input type="checkbox"/> <b>Structure mainly unfocused and/or disorganised</b></li> </ul> <p>A mark of 5 is awarded for a response which may show some general relevance to the topic but is not focused on the chosen title. Evidence and examples are few in number and are likely to be irrelevant. Any opinions are superficial and the response is merely descriptive. Poor structure makes the response difficult to understand.</p> <p>A mark of 3 is awarded for a response which may show some general relevance to the topic but does not answer the question set. There is little or no relevant evidence and any examples may not be relevant to the title. There are likely to be no appropriate opinions. The structure is almost random.</p> <p>A mark of 1 is awarded for a response which fails to answer the question set and only touches on the broad topic area. There is no use of relevant evidence and examples. There are no appropriate opinions. The structure is random.</p> <p>Zero is awarded 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.</p>

**QUALITY OF LANGUAGE****Range of Vocabulary**

<b>Marks</b>	<b>Criteria</b>
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**

<b>Marks</b>	<b>Criteria</b>
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**

<b>Marks</b>	<b>Criteria</b>
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.