



# **GCE MARKING SCHEME**

**GERMAN  
AS/Advanced**

**SUMMER 2013**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 examination in GCE GERMAN. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

	<b>Page</b>
GN2 - Mark Scheme	1
GN2 - Tape Script	5
GN4 - Mark Scheme	6
GN4 - Tape Script	11

**GCE GERMAN**  
**GN2 MARKSCHEME**  
**SUMMER 2013**

**Aufgabe 1**

**[8]**

- |  |   |
|--|---|
| (1) (mit Heidi) in die Disko gehen / tanzen / in die leise Disko gehen / in der leisen Disko tanzen. | (4) <u>Er findet</u> die Disko verrückt / lustig / crazy.<br>(Jens' reaction needs to be expressed)         |
| (2) man hört keine Musik, sieht aber Leute mit Kopfhörern / Sie tanzen unterschiedlich.              | (5) (Viele / Manche) Leute / Menschen haben in der Einkaufszone getanzt / Leute beim Tanzen / Leute tanzen. |
| (3) Sie hören unterschiedliche (NOT andere) Musik per Kopfhörer.                                     | (6) (wild) tanzen und mit Leuten sprechen.  |

**Aufgabe 2**

**[5]**

- |         |           |
|---------|-----------|
| gekannt | verrückte |
| seiner  | gehen     |
| eine    |           |

**Aufgabe 3, Teil 1**

**[10]**

- |                 |   |
|-----------------|---|
| (1) bereisen    | (6) hoffentlich                             |
| (2) registriert | (7) überall                                 |
| (3) Freiheit    | (8) fantastisch                             |
| (4) erfahren    | (9) Länder                                  |
| (5) Kommentar   | (10) Spannender / fantastisch (if not in 8) |

**Aufgabe 3, Teil 2**

**[7]**

- |          |   |   |   |   |   |  |
|----------|---|---|---|---|---|--|
| Richtig: | a | d |   |   |   |  |
| Falsch:  | b | c | e | f | g |  |

### Aufgabe 3, Teil 3

[7]

- (1) On the town wall in Osnabrück. (5) It had to be specially designed / (purpose-built etc.) for that house
- (2) It extends over / is split into 3 floors / levels (6) It is on the second floor.
- (3) She feels, it is like a dream (come true). (needs to express enthusiasm) (7) You cannot have a (big) party with other students. NOT:...not ideal for...
- (4) Just her accommodation / a home / a place to live / everything except water and electricity.

### Aufgabe 4

[10]

Two marks if completely correct with **no word order** errors.

One mark if **only** the position of the verb, subject and predicative complement is correct.

...schickt er sie auf Reisen.

...kann er einen Kommentar und den Fundort eintippen.

...befreit der Finder das Buch nach dem Lesen.

...gibt es fast eine Million Bookcrosser auf der Welt.

...hat er ein noch größeres Interesse für Bücher.

### Aufgabe 5, Teil 1

[10+6]

Everybody / everyone has his or her / their / one's own room.

The pool / snooker / billiard table is popular (NOT: loved) with all residents / tenants / the people who live there.

The six students share the costs for heating and electricity.

However / but the big / huge / spacious living room is good value for money.

You can find unusual student accommodation in other parts of Germany as well. OR:

...also in other parts...). NOT: Also you can find... (= 'Furthermore...') NOT: ...anywhere in Germany.

### Aufgabe 5, Teil 2

At the moment the 25 year old Juliane Ketzler lives there. || To live in this students' hostel / accommodation was a dream come true for her. || "I expected it to be much smaller. || I manage / cope well with the space," she tells us. || She studies landscape architecture at Osnabrück University || and has lived / been living in the house on the town wall for about two years. ||

### Aufgabe 6

[35]

Assessment according to General Mark Scheme.

AO2 Quality of Response 20

AO3 Grammar (10) + Idiom (5) 15

## Essay Mark Scheme Unit 2

### Understanding/Quality of Response (AO2) (multiplied by 2 for total out of 20)

- 10-9** Full, direct response, clearly structured, systematic and coherent, showing intelligence, judgement/knowledge/imagination.
- 8-7** Most of the above characteristics, but lacks flair/imagination. Able to focus on central aspects under discussion and respond appropriately, but not exhaustively. Argument well-presented/shaped/supported; little or no obliqueness.
- 6-5** Some sense of shape and direction, but lacks focus on central theme(s); some originality/independence of thought, but also deviation/triviality; tends to supplement pre-learned information which is not directly related to the given context.
- 4-3** Fair degree of misunderstanding/misinterpretation of materials and/or questions. Little of substance, some second-hand ideas, but lacks overall organisation. Confused remarks/statements, meaning unclear.
- 2-1** Little or no indication that the scope of the task has been understood. Rambling, disjointed, leading nowhere; information presented for no apparent purpose; narrow in scope; prone to irrelevance.
- 0** Nothing of value presented, responses/statements out of context. Appears to have no connection with the task at hand.

### **Accuracy (AO3)**

- 10-9** Evidence of sound grasp of grammar and syntax. Occasional errors, some of which may be repeated, indicating a particular weakness.
- 8-7** The basic principles of grammar are applied in factual contexts, but the level of accuracy tends to suffer in abstract, argumentative use of the target language. A number of recurring errors (genders, pronouns, verb endings, tenses, agreement) tend to detract from an otherwise convincing performance. Limited range of subordinate clauses.
- 6-5** A degree of accuracy is evident in brief factual statements only, usually in pre-learned responses. Few, if any compound tenses. High incidence of elementary errors.
- 4-3** Erratic use of simple grammatical forms in a few straightforward utterances. May appear careless.
- 2-1** Rudimentary grasp of basic grammar evident in short main clauses. Frequent serious errors, fragmented and incomplete sentences. No sense of structure. Meaning unclear.
- 0** No evidence of understanding linguistic principles. Strings words together. Frequent elementary errors.

### **Range and Idiom (AO3)**

- 5** Good range of structures and vocabulary to suit a variety of linguistic situations, but some limitation in abstract contexts. Appropriate use of 'German' structures. Reasonable feel for register appropriate to the situation. Less common topic-specific vocabulary used to good effect.
- 4** Able to use a limited range of structures appropriately. Range of tenses limited but sound. Evidence of some English/Welsh structures used inappropriately. Some vocabulary lacking or used inappropriately.
- 3** Evidence in straightforward factual contexts of understanding some basic principles of idiomatic usage. Range of structures and vocabulary limited to the most common. Short sentences predominate, but some pre-learned phrases used appropriately.
- 2** Range of structures and vocabulary adequate only for factual statements. Evidence of a sense of grammatical structure only in short phrases.
- 1** Elementary grasp of idiomatic usage. Brief responses, applied in familiar contexts. Tends to confuse registers. Main verbs in present tense, irrespective of task set.
- 0** No understanding of linguistic principles. Vocabulary and structures inadequate for

**GCE GERMAN**  
**GN2 LISTENING, READING & WRITING**  
**TAPESCRIPT**  
**SUMMER 2013**

**Aufgabe 1**

**Die leise Disko**

- Jens Heidi, wollen wir heute abend nicht mal zusammen in die „leise Disko“ gehen?
- Heidi Disko ist eine gute Idee, ich möchte mal wieder so richtig wild tanzen. Aber...was meinst du mit „leiser“ Disko, soll das ein Witz sein?
- Jens Nein, das ist jetzt etwas ganz Neues. Man geht in die Disko und hört keine Musik mehr und sieht aber tanzende junge Leute mit Kopfhörern.
- Heidi Kopfhörer! Leise Disko!??? Gibt es denn keine Musik und keine DJs mehr?
- Jens Du bekommst einen Kopfhörer und kannst Musik von unterschiedlichen DJs wählen. Die Musik kommt über Wifi zu dir.
- Heidi Wenn man unterschiedliche Musik hören kann, dann tanzt ja jeder irgendwie anders.
- Jens Ja genau! Das ist irgendwie ganz verrückt. Manchmal tanzt neben dir jemand zu einem ganz anderen Rhythmus und singt einen ganz anderen Song mit als du selbst.
- Heidi Bevor man die Kopfhörer aufsetzt, muss das doch alles ziemlich doof aussehen?
- Jens Wenn du aber dann die Kopfhörer aufhast, merkst du erst, wie viel Spaß das macht. Du kannst natürlich auch die Musik mehrmals wechseln und unterschiedliche Stile wählen. Als ich letztes Mal in der „leisen Disko“ war, habe ich so viel über mich und die anderen gelacht.
- Heidi Wenn die Musik über Wifi kommt, könnte man doch auch vor der Disko tanzen.
- Jens Ja, das haben einige Leute letztes Jahr in Hagen in der Einkaufszone auch gemacht. Ich war leider nicht dabei, habe aber Bilder gesehen. Es war einfach toll.
- Heidi Ich will jetzt in die „leise Disko“. Vielleicht kann man ja dort sogar nicht nur wild tanzen sondern auch mal miteinander sprechen.

**Ende des Hörtexts**

**GCE GERMAN**  
**GN4 LISTENING, READING & WRITING**  
**MARK SCHEME**  
**SUMMER 2013**

**Aufgabe 1** **[6]**

- 1 There are not enough /Germany /they need(s) [NOT: wants] more. (1)
- 2 ...to try out whether /if they have the talent (idea of 'talent' must be expressed) to be entrepreneurs / (a chance) to win a cash prize / (a share of) 2500 euros. (1)
- 3 5 weeks (1)
- 4 ...how successful the business /firm /enterprise /entrepreneur/businessman/woman [sgl. or pl.] was/ has been [Past tense!]. (1)
- 5 looks good on CV, extra points for (Bachelor /final) exam, often decides /can/may/helps to decide future career (2)

**Aufgabe 2**

**Teil 1** **[8]**

1. wollten
2. Lebensmitteln
3. eingeladen
4. wählten
5. bezahlen
6. Essen
7. schön
8. einfachen

**Teil 2**

Falsch: 1, 4, 5, 8 **[4]**

**Teil 3**

1. Sie geben /spenden/ stiften sie der (Berliner) Tafel / an eine /einer Hilfsorganisation / Charity. **[4]**
2. Brot, Produkte aus Überproduktion, falsch gelieferte/verpackte /datierte Waren
3. Sie sind arbeitslos /wegen der Finanzkrise / wegen Arbeitslosigkeit/ sie haben so /zu wenig Geld.
4. Sie studieren/sind Studentinnen

**Teil 4**

- 1 (We expect) meals/dishes/prices and courses listed, but here it was ingredients. **[6]**
- 2 (Professional) cooks/chefs cook the meal.
- 3 Guests would decide how to pay /how much they wanted – [NOT: could afford] to pay. /You pay/ paid what you wanted.
- 4 It was donated to the "Tafel" [NOT: charity]/ It /100% is/are going to the Tafel.
- 5 Whether to repeat the event/ make it permanent/what to do with the concept in the long term.



### **Aufgabe 3**

**[15 AO2 + 10 AO3]**

Das einmalige kulinarische Wochenende || war ein großer Erfolg. || Die zwei Organisator(inn)en Stella und Maureen machten einen Gewinn von 1500 Euro, || und alles für den guten Zweck. || Sie gaben ihn (weiter) an die „Berliner Tafel“, || eine Hilfs-/Wohlfahrtsorganisation, die notleidende /arme Menschen (in Not) unterstützt. || Die Idee war ungewöhnlich/außerordentlich: || Die Kunden wählten die Zutaten, || und Profi-Köche kochten /bereiteten dann ein 3-Gänge-Menü zu. || Die Gäste bestimmten auch, || wie viel sie für das Essen bezahlen wollten. || Die Studentinnen hoffen, dass ihre Gäste || jetzt sorgfältiger über den Wert unserer Lebensmittel nachdenken, || sie nicht verschwenden || und sie in einer umweltfreundlichen Weise nutzen/verwenden.

(AO3 assessed according to the general markscheme)

### **Aufgabe 4 A+B+C**

**[45]**

AO2 (25), AO3 (20) assessed according to general markscheme.

## Essay Mark Scheme Unit 4

### Quality of Response (AO2)

- 15-13** Full and direct response to the question set. Able to focus on the task immediately and without deviation. Clear organisation, systematic and coherent. Shows excellent command/judgement in the use of source material. Imaginative approach, Clear viewpoint, sense of purpose and analysis. Concise, matching exposition/conclusion. Argument fully supported by evidence.
- 12-10** Competent, but lacks some flair, imagination, sparkle, analysis. Sound argument, not always exhaustive, with appropriate examples to illustrate a point; a little obliqueness, a few relevant conclusions not drawn or poorly supported by evidence; some inappropriate description. But generally well balanced and supported, coherent exposition/conclusion.
- 9-7** Some sense of direction and some originality, but also some deviation/triviality. Insufficient focus on central aspects of the task. Strong tendency to describe rather than analyse, and to supplement pre-learned information which is not directly related to the given context. But also some independence of thought. Occasional mismatch between argument and evidence/information; inappropriate/unconvincing conclusions.
- 6-4** Some sense of shape, but with flaws and lack of purpose. Limited success in trying to answer specific points. Confused responses/comments tend to distort/dissipate the argument presented. Repeated misunderstandings/misinterpretations of materials and/or questions. Some second-hand ideas. General lack of analysis and overall organisation. Argument unclear, poorly supported by evidence.
- 3-1** Little or no indication that the scope of the task has been understood. Response rambling, disjointed, leading nowhere; information presented for no apparent purpose, important aspects/evidence ignored; pre-learned/'adapted' passages, poorly incorporated; narrow scope, largely irrelevant.
- 0** Totally unfocused. Responses/statements out of context. Barely more than a list of disconnected items. No connection with the task in hand.

## **Knowledge of topics and texts (AO1, AO2)**

- 10-9** Candidate is thoroughly familiar with the chosen topics/texts. Answers, views and statements demonstrate sound factual knowledge and judgement. Able to draw easily on source material relevant to support a view or argument or to compare/contrast aspects of the subject under discussion.
- 8-7** Evidence of good factual knowledge and judgement despite one or two inconsistencies in presenting particulars from topics/texts studied. Evidence of good scope of sources studied, with no significant misrepresentation of facts.
- 6-5** Evidence of some general knowledge with limited factual detail of topics/texts studied, focused on content rather than judgement. Candidate may confuse certain aspects because they have been 'learned' without being fully assimilated. Prone to misrepresentation/misinterpretation of facts. Views and opinions, such as there are, tend to be unsupported by evidence.
- 4-3** Superficial knowledge, confused presentation of unrelated facts which may have little or nothing to do with the subject under discussion and may lead to misunderstanding/misinterpreting certain issues or questions. No evidence of a range of sources studied. Some inappropriate vocabulary, repetition of 'learned' key statements without genuine argument/understanding
- 2-1** Distinct lack of factual knowledge, lack of corresponding vocabulary. No evidence that the topics/texts have been studied in any depth, neither in German or the mother tongue. May present pre-learned isolated statements out of context, incorrect references to names or places. Frequent misunderstandings.
- 0** No information conveyed that is relevant to the task in hand, no evidence that topic/text has been studied.

### **Accuracy (AO3)**

- 10/9** Excellent command of grammar and syntax. Consistently correct use of language despite a few errors, some corrected. High degree of accuracy.
- 8/7** Evidence of sound grasp of grammar and syntax. Occasional errors, some of which may be repeated, indicating a particular weakness.
- 6/5** The basic principles of grammar are applied in factual contexts, but the level of accuracy tends to suffer in abstract, argumentative use of the target language. A number of recurring errors (genders, pronouns, verb endings, tenses, agreement) tend to detract from an otherwise convincing performance. Limited range of subordinate clauses.
- 4/3** A degree of accuracy is evident in brief factual statements only, usually in pre-learned responses. Few, if any compound tenses. High incidence of elementary errors.
- 2/1** Very limited evidence of applying basic grammatical rules. Erratic use of simple grammatical forms in a few straightforward utterances. May appear careless.
- 0** No rewardable language.

### **Range and Idiom (AO3)**

- 10/9** Wide, at times adventurous range of appropriate structures and vocabulary. Firm grasp of German idiom. Able to adapt to changing linguistic demands and to handle a variety of appropriate structures with ease. Assured sense of register. Uses language imaginatively to achieve desired effect. Evidence of style, nuance.
- 8/7** Good range of structures and vocabulary to suit a variety of linguistic situations, but some limitation in abstract contexts. Appropriate use of 'German' structures. Reasonable feel for register appropriate to the situation. Less common topic-specific vocabulary used to good effect.
- 6/5** Able to use a limited range of structures appropriately. Range of tenses limited but sound. Evidence of some English/Welsh structures used inappropriately. Some vocabulary lacking or used inappropriately.
- 4/3** Evidence in straightforward factual contexts of understanding some basic principles of idiomatic usage. Range of structures and vocabulary limited to the most common. Short sentences predominate, but some pre-learned phrases used appropriately.
- 2/1** Range of structures and vocabulary adequate only for factual statements. Evidence of a sense of grammatical structure only in short phrases.
- 0** No rewardable language.

**GCE GERMAN**  
**GN4 LISTENING, READING & WRITING**  
**TAPESCRIPT**  
**SUMMER 2013**

**AUFGABE 1**

**Hörtext**

Deutschland braucht mehr Entrepreneure – Menschen, die eigene Unternehmensprojekte entwickeln. Damit mehr junge Leute Spaß daran bekommen, Entrepreneur zu werden, hat die Freie Universität Berlin den *Funpreneur*-Wettbewerb gestartet. Dabei können Studentinnen und Studenten aller Berliner Universitäten ausprobieren, ob sie das Talent zum Unternehmer haben; und sie können Preise von insgesamt 2500 Euro gewinnen. Zuerst entwickeln sie eine Geschäftsidee. Dann gründen sie mit einem kleinen Team und mit fünf Euro Startkapital eine Firma für nur 5 Wochen. In diesen 5 Wochen müssen sie ihre Geschäftsidee realisieren. Dabei werden sie von Wirtschaftsexperten unterstützt. Am Ende präsentieren sie das Ergebnis einem Expertenteam, das entscheidet, wie erfolgreich das Unternehmen war. Die besten drei Unternehmen teilen sich das Preisgeld von 2500 Euro. Wer nicht gewinnt, hat trotzdem einen Bonus für den Lebenslauf, fünf Extrapunkte für das Bachelor-Examen und eine nützliche Erfahrung, die oft über den späteren Berufsweg entscheidet. Einer der Preise ging im letzten Semester an zwei Studentinnen für ihr innovatives Restaurant. Dort durften die Gäste entscheiden, wieviel sie für das Essen bezahlen wollten.

**Ende des Hörtexts**



WJEC  
245 Western Avenue  
Cardiff CF5 2YX  
Tel No 029 2026 5000  
Fax 029 2057 5994  
E-mail: [exams@wjec.co.uk](mailto:exams@wjec.co.uk)  
website: [www.wjec.co.uk](http://www.wjec.co.uk)