



# **GCE MARKING SCHEME**

**GERMAN  
AS/Advanced**

**SUMMER 2014**

## **INTRODUCTION**

The marking schemes which follow were those used by WJEC for the Summer 2014 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.

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## GN1 and GN3

### ORAL MARK SCHEME

#### Oral marking scheme

These marking criteria have been drawn up to provide teachers and examiners with clear guidance for assessment with reference to defined achievement levels. Prior to candidates taking the test, this set of assessment criteria will be finalised and validated in a standardising and training session which all examiners attend.

#### Tasks and Assessment Objectives - Overview

<b>Unit 1</b>		<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
Topic-based conversation	Communication	20		
General conversation	Communication	20		
	Accuracy			5
	Range and Variety			5
	Pronunciation /Intonation	<u>10</u>	-	-
		<b>50</b>		<b>10</b>
<b>Unit 3</b>				
Structured discussion	Communication	10		
Exposé	Communication	10	20	
	Accuracy			5
	Range and Variety			5
	Pronunciation /Intonation	<u>10</u>	-	-
		<b>30</b>	<b>20</b>	<b>10</b>

#### **Communication (AO1/AO2)**

<b>AS</b>	<b>A2</b>
10/9	<p><b>Excellent linguistic rapport.</b> High degree of spontaneity; prompt, direct responses. Quick to grasp examiner's comments and challenges. Frequently takes the initiative, ready to interrupt/contradict examiner and/or ask questions. Articulate and to the point.</p> <p><b>High level of fluency,</b> in all linguistic situations, with just a few 'natural' hesitations.</p> <p><b>High information content.</b> Imaginative responses demonstrate the ability to compare, analyse and evaluate, and to present a critical viewpoint, clearly structured arguments, views, opinions, and reasoned judgements.</p>

10/9	8/7	<p><b>Good interactive atmosphere.</b> Operates confidently on rehearsed issues as well as unfamiliar territory. Responds to unexpected questions with a good degree of spontaneity, using direct, unprepared, ad hoc comments. May use some prelearned statements appropriately in context.</p> <p><b>Appropriate level of fluency and initiative.</b> Feel of 'natural' exchange despite occasional hesitation.</p> <p><b>Good flow of information</b> including views /opinions, despite some obliqueness in presenting arguments. Able to assimilate and comment on facts and concepts. May ask for clarification, or rephrase some unsatisfactory responses</p>
8/7	6/5	<p><b>Interaction and spontaneity limited,</b> some questions not fully understood but may be clarified. Able to operate confidently on familiar ground but has difficulty responding to unexpected questions and/or when challenged. Tendency to be reactive rather than proactive and to answer obliquely. Over-reliance on prepared material.</p> <p><b>Fair degree of fluency</b> with some pauses to 'think'. Conscientious 'learner', who (still) lacks practice and pace and relies on extensively prepared material in order to maintain fluency.</p> <p>Maintains <b>acceptable flow of information</b> but tends to present facts rather than views and opinions. Some reliance on pre-learned material with mixed information content that lacks focus and tends to exceed the scope of the question asked.</p>
6/5	4/3	<p><b>Little spontaneity</b> or <b>natural interaction</b> in a range of linguistic settings. Understanding limited: relies heavily on prepared statements which may not match the question and are usually repeated when candidate is challenged /asked for clarification. Short answers predominate, with little scope for expansion.</p> <p><b>Fluency limited</b> through lack of understanding, limited range of lexis and idiom; imperfect recall of memorised answers.</p> <p><b>Acceptable flow of information</b> but largely without substance, May attempt to draw some comparisons, sometimes inappropriately. Some repetition of 'learned' key statements without genuine argument /understanding.</p>
4/3	2/1	<p><b>No spontaneity.</b> Able to operate interactively in <b>undemanding everyday situations only.</b> Frequent misunderstandings. Responses restricted to well rehearsed material and description, often triggered by key words rather than the substance of the question. Unable to clearly formulate views /opinions /future plans, or to present an argument.</p> <p><b>Lacks fluency.</b> Pronounced hesitations, patchy. Short standard responses may generate semblance of fluency, examiner may have to resolve embarrassing silences.</p> <p><b>Limited flow of information.</b> May only present one or two unrelated aspects of issue under discussion or in stimulus material.</p>

2/1

0 Examiner **unable to establish meaningful exchange**. Many questions unanswered owing to lack of understanding - though some very elementary communication still possible. Excessive use of prelearned statements out of context.

**Very hesitant with long pauses**. Constructs elementary sentences word for word. Frequent assistance by examiner.

**Inadequate /inappropriate responses**. due to serious lack of common, everyday vocabulary, no information of any substance conveyed. Intelligible responses tend to be very short standard phrases, prelearned and frequently used inappropriately. Difficult to follow gist.

0

**Total lack of communicative skills**. Examiner unable to establish /maintain exchange on any issue. Line of questioning has to be abandoned frequently because the answers are either unintelligible or do not relate to the question, indicating fundamental lack of understanding.

**No fluency**, no cohesive sentences.

**No relevant information conveyed**. Largely unintelligible except straightforward information.

N.B. These marks will be weighted for AS general conversation by the factor of 2:

A mark out of 10 will be awarded for each topic card  $10 + 10 = 20$

AS:  $20 \times 2 = 40$  Listening/understanding (+10 pronunciation) =50 AO1

## Accuracy (AO3)

AS	A2
	<b>5</b> Excellent command of grammar and syntax. Consistently correct use of tenses, despite a few errors, some corrected. High degree of accuracy.
5	<b>4</b> Evidence of sound grasp of grammar and syntax in a good range of structures. Occasional errors, more frequent in abstract contexts or when arguing a case (i.e. when complex structures are required). They tend to detract from an otherwise convincing performance.
4	<b>3</b> In spontaneous responses, the main principles of grammar are applied in concrete contexts. A number of errors may be repeated and may indicate a particular weakness (genders, pronouns, verb endings, tenses, agreement). Prepared responses stand out as almost error-free.
3	<b>2</b> A degree of accuracy is evident in brief factual statements only, except in prelearned responses where accuracy is sound. High incidence of elementary errors. Few, if any compound tenses.
2	<b>1</b> Very limited evidence of basic grammatical rules applied in short spontaneous utterances only (statements, affirmation, negation). Frequent, recurring errors, except in prepared responses. May appear careless.
1	<b>0</b> Rudimentary grasp only of basic grammar, evident in just one or two short responses. Fragmented, incomplete sentences. One-word answers. No sense of structure or patterns. Meaning unclear.
0	No evidence of understanding linguistic principles.

## Range and Idiom (AO3)

AS	A2
	<b>5</b> Wide, at times adventurous range of appropriate structures and lexis. Firm grasp of target language idiom, applied with high degree of sophistication. 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.
5	<b>4</b> Good range of structures and lexis to suit a variety of unforeseen linguistic situations, but some limitation in abstract contexts Able to readjust range and idiom as the discussion develops, when characteristic target language structures are used with a degree of confidence. Reasonable feel for register appropriate to the situation. Less common topic-specific vocabulary used to good effect.
4	<b>3</b> Able to use a limited range of structures and lexis in unprepared responses. Range of tenses limited but sound. Evidence of some mother tongue interference. Some vocabulary lacking or used inappropriately. Misplaced jargon/ colloquialisms in ad hoc responses. Prepared responses tend to reflect a wider range.
3	<b>2</b> Mixed performance: Confident use of a range of patterns in well rehearsed situations. However, unprepared responses lack variety and tend to reflect no <i>more than</i> basic idiomatic usage, with spontaneous use of structures, subordinate clauses and lexis limited to the most common. Short sentences predominate; but some pre-learned extended responses may be used appropriately in context.
2	<b>1</b> Range of structures and lexis adequate only for transactional use /factual statements in everyday situations. High incidence of native language interference, few target language patterns except in pre-learned responses.
1	<b>0</b> Elementary grasp of idiomatic usage. Brief responses, applied in familiar contexts. Tends to confuse registers. Present tense, irrespective of question asked. Uses infinitive indiscriminately.
0	Virtually no understanding of linguistic principles - strings words together randomly. Vocabulary and structures inadequate for the job. Largely unintelligible.

## Pronunciation and Intonation (AO1)

AS	A2
	<p><b>10/9</b> Convincing performance of a non-native speaker. High level of <i>authenticity</i> in producing the characteristically target language sounds. Pronunciation still slightly affected by the mother tongue, but without any outstanding, identifiable errors. Delivery fluent. Intonation follows target language sentence patterns with a ring of authenticity. Very few lapses. Correct pronunciation of all non-English /non-Welsh phonemes.</p>
	<p><b>8/7</b> Clear evidence of the candidate being reasonably familiar with target language sound system and trying to pronounce all sounds correctly. A few lapses and one or two errors which may be repeated, but these are not obtrusive. Although <i>some</i> English/ Welsh interference is evident in intonation the overall impression is nevertheless convincing. All utterances are intelligible.</p>
	<p><b>6/5</b> Satisfactory performance. Candidate clearly makes an effort to pronounce foreign sounds correctly, though not always successfully. A number of errors related to the characteristic sounds of the target language, some persistent. Intonation tends to be coloured by mother tongue. Some responses difficult to understand.</p>
	<p><b>4/3</b> Unconvincing performance, unauthentic, no sign of the candidate trying to imitate foreign sounds and/or intonation patterns correctly. Frequent errors in pronunciation, diction and intonation cause misunderstandings. Some responses unintelligible.</p>
	<p><b>2/1</b> Virtually unable to break away from English/ Welsh mould in pronunciation and intonation, causing serious problems in communication. Few redeeming features, may attempt to reproduce one or two of the 'non-English /non-Welsh' sounds correctly. Little or no awareness of the 'otherness' of the foreign sound system and intonation patterns.</p>
	<p><b>0</b> No evidence of correct pronunciation and Intonation. Frequently unintelligible.</p>



**GCE GERMAN**  
**GN2 MARKSCHEME**  
**SUMMER 2014**

**Aufgabe 1** **[8]**

- (1) ob/daß sie /nur Erwachsene ein Killerspiel /Killerspiele kaufen kann/ können/ ob der Lehrer Recht hat
- (2) verkauft ihr das Spiel/ sieht sie nicht an (must express cashier's reaction)
- (3) dass sie illegal handelt [NOT dass es illegal ist ]/dass sie vielleicht Spiele an 12-Jährige verkauft
- (4) sie denkt, dass sie allein nichts machen kann, dass der Supermarkt weiter Spiele verkauft, dass man etwas gegen die Produktion solcher Spiele tun sollte.
- (5) den Eltern, der Presse, dem Klassenlehrer
- (6) Er will einen Brief an die Zeitung /Presse schreiben.

**Aufgabe 2** **[5]**

freut [NOT: freuet]  
schockierende  
glauben  
Jugendlichen  
aggressive

**Aufgabe 3, Teil 1** **[10]**

- 1 immer
- 2 Chance, Möglichkeit
- 3 Kopfschmerzen
- 4 mehreren
- 5 möchten
- 6 Möglichkeit, Chance
- 7 Hilfe
- 8 Problem
- 9 mehr
- 10 braucht

**Aufgabe 3, Teil 2** **[7]**

Richtig: d, b, g  
Falsch: a, c, e, f

**Aufgabe 3, Teil 3** **[7]**

1. They learn how graffiti (have/has) developed and what graffiti mean(s). (2)
2. They aim to teach graffiti art/how to spray graffiti/ that graffiti isn't vandalism but art. (1)
3. They provide spaces/places/walls [i.e. specific locations] that can be sprayed on legally. [Must not suggest newly built walls]. (1)
4. Graffiti should not be racist, sexist or political. (1)
5. They put graffiti on / graffitied his slurry tank/ trailer, wagon, NOT truck (1)
6. Unemployed youngsters. (1)

#### Aufgabe 4

[10]

Two marks if completely correct with no w.o. errors.

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

...bereitet Martin offensichtlich viele Probleme.

...klagt er über mehrere gesundheitliche Probleme.

...dass viele Jugendliche depressiv sind.

...sind Martins Eltern zum Psychologen gegangen.

...finden sie sehr viel Freizeit problematisch...**viel** Freizeit **sehr** problematisch.

#### Aufgabe 5, Teil 1

[10]

Juvenile sprayers have to clean graffitied walls and (re)paint them. [NOT: ...paint with colours]

The project may be extended/ may go on/continue/ [NOT lengthened] because it was/has been so successful. [NOT will be extended; must express "vielleicht" ]

The *Archive* thinks/ takes the view that graffiti is not vandalism but art./ For [NOT with] the Archiv(e) graffiti is...

They are always on the lookout for new walls/ are always looking for...

The farmer was enthusiastic/ thrilled/ over the moon about/ with the result/ outcome/ work. [NOT: pleased, impressed, fascinated...]

#### Aufgabe 5, Teil 2

[6]

With the help of a graffiti artist [singular!] they planned the project || and also raised/organised the 2900 pounds needed for paint and other materials. || They tell the story of Grafham Water Centre with their graffiti. || The unemployed youngsters are proud of their work. || They have produced something special || that can be seen for many years to come.

#### 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 the job. Unintelligible formative speakers without knowledge of English/Welsh.

**GCE GERMAN**  
**GN2 TAPESCRIPT**  
**SUMMER 2014**

**Aufgabe 1**

Zwei Freunde treffen sich in der Stadt und unterhalten sich über Killerspiele.

**Killerspiele**

- Anita            Hallo Robert, schön dich zu sehen. Ich war gerade in diesem Mediensupermarkt und ich bin noch ganz geschockt!
- Robert          Was ist los, erzähl mal!
- Anita            Wir haben in der Schule von Killerspielen gesprochen. Unser Klassenlehrer meinte, dass nur Erwachsene diese Spiele kaufen können. Ich wollte das testen, und ich bin mit so einem Killerspiel zur Kasse gegangen und habe es ohne Probleme gekauft. Und ich bin erst 15!
- Robert          Hat dich denn niemand nach deinem Alter oder deinem Pass gefragt?
- Anita            Natürlich nicht! Die Kassiererin hat mich noch nicht einmal angesehen.
- Robert          Das ist aber illegal. Du solltest etwas dagegen tun, sonst kaufen noch 12jährige solche schrecklichen Spiele.
- Anita            Was kann ich alleine denn tun? Wahrscheinlich hat das Geschäft in der letzten Stunde schon wieder 20 Spiele an Leute unter 18 verkauft.
- Robert          Du solltest das deinen Eltern sagen oder es an die Presse weitergeben. Auch deinen Klassenlehrer solltest du informieren. Vielleicht kann deine Schule ja einen Protestbrief an den Laden schreiben.
- Anita            Ja das ist bestimmt eine gute Idee, aber eigentlich sollte man etwas gegen die Produktion solcher Spiele tun.
- Robert          Diese aggressiven Spiele sind auch bestimmt nicht gut für Erwachsene, aber das ist ein anderes Thema! Soll ich einen Brief an die Zeitung schreiben?
- Anita            Ja, bitte. Und ich werde mit meinen Eltern und mit meinem Lehrer sprechen.

**Ende des Hörtexts.**

**GCE GERMAN**  
**GN4 LISTENING, READING & WRITING**  
**MARK SCHEME**  
**SUMMER 2014**

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

1. They have been replaced by / people use mobile phones and Internet cafés. (1)
2. A report / account about an incident / case of racism. (1)
3. In public / everyday life / town (1)
4. We / people are deluged by unwanted (marketing) / cold / annoying calls every day  
|| and will hang up. (2)
5. Only 230 out of 2000 listened to the story to the end. (1)

**Aufgabe 2**

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

1. Heimatland
2. erwartete
3. Sklavin
4. erst
5. häufig
6. globales
7. Opfer
8. wissen

**Teil 2** **[4]**

Falsch: 1, 3, 6, 7

**Teil 3** **[4]**

1. Um legal nach D einzureisen. D zu arbeiten/ weil sie...
2. Sie sollte / musste ein Jahr ohne Lohn arbeiten.
3. Sie wurde / war krank / sie musste für das Krankenhaus / den Krankenhausaufenthalt bezahlen.
4. Er half ihr.

**Teil 4** **[6]**

1. That people have no alternative / forced prostitution and sexual exploitation.
2. Their passports have been confiscated / threat of violence.
3. To support families at home / (ensure) a better / good life for their children / better schooling.
4. Forced labour / work is a form of human trafficking.
5. Diplomats enjoy / have immunity. / are immune from prosecution [NOT: "immune" on its own].

### Aufgabe 3

[15 AO2 + 10 AO3]

1. Der Fall [sg.!] der äthiopischen Spezialitätenköchin ist einer von vielen.
2. Lakech hatte eine gute Ausbildung / war [NOT: wurde] gut ausgebildet [NOT: trainiert]
3. in ethnischer und internationaler Küche /Essen/Speisen/Kochen.
4. Sie hatte gehofft, genug Geld zu verdienen,
5. so daß/ damit sie ihre Familie zu Hause unterstützen konnte / könnte.
6. Ihre Kinder könnten zur Schule gehen [Not: konnten]
7. und ein besseres Leben haben.
8. Stattdessen [contrast must be expressed] bekam sie fast keinen Lohn
9. und sie fand die Arbeitsbedingungen in dem Restaurant unmenschlich.
10. Es war in der Tat /wirklich/ tatsächlich/ faktisch/ effektiv /genau wie/ nichts anderes als Zwangsarbeit. . [NOT: Doch es war... /ähnlich wie...]
11. Sklaverei und Menschenhandel findet man heute
12. überall [NOT: irgendwo] in Europa, auch in Berlin.
13. Wie Ausbeutung und Prostitution sind sie illegal. / verboten
14. Aber es ist schwer, sie zu finden
15. und die Täter zu bestrafen/ verurteilen.

(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 TAPESCRIPT**  
**SUMMER 2014**

**Aufgabe 1**

**Hörtext**

Seit dem Aufkommen von Handys und Internetcafés sind Telefonzellen zum größten Teil aus dem Stadtbild verschwunden. Nicht so in Linz, wo eine ganz besondere Telefonzelle steht. Alle zwei Minuten gibt sie einen Klingelton ab, der im Umkreis von 40 Metern zu hören ist. Neugierige Passanten, die den Hörer abheben, hören dann einen Bericht über einen alltäglichen Fall von Rassismus. Damit will man die Bevölkerung auf die Problematik aufmerksam machen – direkt, aber ohne Zwang.

Die Erfinder dieser Initiative wollen mit der Telefonzelle auf Rassismus im Alltag hinweisen. Denn manchmal sehen einzelne Menschen rassistische Zwischenfälle und erleben sie als eine private Erfahrung mitten in der Öffentlichkeit. Aber sie reagieren nicht. Ähnlich soll der Bericht im Telefonkiosk auch eine private Information im öffentlichen Stadtbereich sein. Kritiker sind von dem Erfolg nicht überzeugt. Sie sagen, wir bekommen jeden Tag so viele unerwünschte Telefonanrufe mit Reklame, daß die meisten Passanten den Hörer nach den ersten paar Worten wieder auflegen. Die Zahlen scheinen ihnen Recht zu geben: Zwischen Ende August und Mitte Oktober haben insgesamt 2000 Personen den Hörer abgehoben; aber davon haben sich nur 230 die Geschichte bis zum Ende angehört.

**Ende des Hörtexts**



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