



GCE MARKING SCHEME

**GERMAN
AS/Advanced**

SUMMER 2015

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 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

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

Communication (AO1/AO2) - General Conversation

AS	
20/19/18	High degree of spontaneity. High level of fluency. High information content. Articulate and to the point.
17/16/15	Good degree of spontaneity. Good interactive atmosphere. Occasional hesitations. Good flow of information.
14/13/12	Interaction and spontaneity limited. Fair degree of fluency with some pauses to think. Has some difficulty responding to unexpected questions. Some reliance on pre-learnt material.
11/10/9	Little spontaneity or natural exchange. Fluency limited because of limited lexis and range of idiom.
8/7/6	No spontaneity. Unable to clearly formulate views, future plans. Limited flow of information.
5/4/3	Very hesitant with long pauses. Inadequate responses, lack of everyday lexis and structures. Not a meaningful exchange.
2/1	A rambling disjointed performance.
0	Nothing of value.

Communication (AO1/AO2) - Topic-based conversation (oral cards)

AS

10/9

Good interactive atmosphere. 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.

Appropriate level of fluency and initiative. Feel of 'natural' exchange despite occasional hesitation.

Good flow of information 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

8/7

Interaction and spontaneity limited, 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.

Fair degree of fluency with some pauses to 'think'. Conscientious 'learner', who (still) lacks practice and pace and relies on extensively prepared material in order to maintain fluency.

Maintains **acceptable flow of information** 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.

6/5

Little spontaneity or **natural interaction** 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.

Fluency limited through lack of understanding, limited range of lexis and idiom; imperfect recall of memorised answers.

Acceptable flow of information but largely without substance, May attempt to draw some comparisons, sometimes inappropriately. Some repetition of 'learned' key statements without genuine argument /understanding.

4/3

No spontaneity. Able to operate interactively in **undemanding everyday situations only.** 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.

Lacks fluency. Pronounced hesitations, patchy. Short standard responses may generate semblance of fluency, examiner may have to resolve embarrassing silences.

Limited flow of information. May only present one or two unrelated aspects of issue under discussion or in stimulus material.

2/1

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.

Communication (AO1/AO2) - Structured discussion and exposé

A2

10/9 **Excellent linguistic rapport.** 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.

High level of fluency, in all linguistic situations, with just a few 'natural' hesitations.

High information content. Imaginative responses demonstrate the ability to compare, analyse and evaluate, and to present a critical viewpoint, clearly structured arguments, views, opinions, and reasoned judgements.

8/7 **Good interactive atmosphere.** 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 pre-learned statements appropriately in context.

Appropriate level of fluency and initiative. Feel of 'natural' exchange despite occasional hesitation.

Good flow of information 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

6/5 **Interaction and spontaneity limited**, 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.

Fair degree of fluency with some pauses to 'think'. Conscientious 'learner', who (still) lacks practice and pace and relies on extensively prepared material in order to maintain fluency.

Maintains **acceptable flow of information** 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.

4/3 **Little spontaneity or natural interaction** 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.

Fluency limited through lack of understanding, limited range of lexis and idiom; imperfect recall of memorised answers.

Acceptable flow of information but largely without substance, May attempt to draw some comparisons, sometimes inappropriately. Some repetition of 'learned' key statements without genuine argument /understanding.

- 2/1 **No spontaneity.** Able to operate interactively in **undemanding everyday situations only**. 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.
- Lacks fluency.** Pronounced hesitations, patchy. Short standard responses may generate semblance of fluency, examiner may have to resolve embarrassing silences.
- Limited flow of information.** May only present one or two unrelated aspects of issue under discussion or in stimulus material.
- 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 pre-learned 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, pre-learned and frequently used inappropriately. Difficult to follow gist.
- 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.

Accuracy (AO3)

AS	A2
	5 Excellent command of grammar and syntax. Consistently correct use of tenses, despite a few errors, some corrected. High degree of accuracy.
5	4 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	3 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	2 A degree of accuracy is evident in brief factual statements only, except in pre-learned responses where accuracy is sound. High incidence of elementary errors. Few, if any compound tenses.
2	1 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	0 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
	<p>5 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.</p>
5	<p>4 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.</p>
4	<p>3 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.</p>
3	<p>2 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.</p>
2	<p>1 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.</p>
1	<p>0 Elementary grasp of idiomatic usage. Brief responses, applied in familiar contexts. Tends to confuse registers. Present tense, irrespective of question asked. Uses infinitive indiscriminately.</p>
0	<p>Virtually no understanding of linguistic principles - strings words together randomly. Vocabulary and structures inadequate for the job. Largely unintelligible.</p>

Pronunciation and Intonation (AO1)

AS	A2
10/9	10/9 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.
8/7	8/7 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.
6/5	6/5 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.
4/3	4/3 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.
2/1	2/1 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.
0	0 No evidence of correct pronunciation and Intonation. Frequently unintelligible.

GN2

Principles of Marking

Q.1 Listening

1 mark awarded for each answer presenting the information in terms of the question set. Mis-spellings or grammatical errors that do not impede communication/meaning usually tolerated.

Q.2 Grammar exercise

No errors whatsoever will be tolerated including minor spelling errors.

Q.3 (i) Gap filling - Reading Comprehension

Each item can only be inserted once. 1 mark will be deducted if items are used more than once.

(ii) Reading Comprehension: Box ticking

If more than the required number of boxes are ticked a mark will be deducted from the total number of correct answers for each box ticked in addition - thus if 6 boxes instead of 5 were ticked and the total number of correct answers was 4, one mark would be deducted leaving 3 marks.

(iii) Reading Comprehension: Questions to be answered in English

Answers provided need to be in line with the information presented in the reading text and need to be tailored to the question set.

Q.4 Word order exercise (grammatical)

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.

Q.5 Translation into English

All parts of a sentence must be incorporated into the answer; a mark cannot be awarded for a section if one word or its meaning are missing. The translation must make sense in English or in Welsh. A 'free' translation will be acceptable as long as every part of the sentence has been assimilated into the meaning fully. German words will not be accepted and mean that the mark for that particular section cannot be awarded.

Q.6 Essays

Material directly copied from the reading passages will not be credited. Answers need to be geared to the question set and require the candidates to express their own point of view.

**GCE GERMAN
GN2: LISTENING, READING AND WRITING**

MARK SCHEME - SUMMER 2015

Aufgabe 1

[8]

- (1) Sie kann /könnte kein/e/n / Fleisch Sonntagsbraten, Currywurst / Burger essen.
...ohne Fleisch zu leben /kein Fleisch zu essen. NOT: Ihr Vater ist Metzger.
- (2) Der Regenwald wird kleiner (NOT: das ist schlecht für die Umwelt) / mehr Gas / man braucht mehr Wasser / mehr Pflanzen. (comparative required) Not: die Kühe geben Gas, NOT: viel Gas
- (3) Vegetarier werden nicht so oft krank. Man wird nicht so oft krank, Man wird weniger krank.
- (4) Er macht einen Wochenplan/ mit einem Wochenplan
- (5) Er kann sich auf einer Webseite / auf dem Netz/ im Internet informieren. / Es gibt eine Website.
- (6) Sie ist verrückt/lustig / er kann etwas Neues/Anderes (aus)probieren / sie können zusammen neue Mahlzeiten erfinden. (any 2)
- (7) Sie wollen ihr Projekt planen / zusammen etwas Vegetarisches kochen / Sie wollen sich treffen.

Aufgabe 2

[5]

freut
interessanten
ihrer
seine
Partnern

Aufgabe 3, Teil 1

[10]

- 1 Job
- 2 gesund
- 3 bleiben
- 4 zusammen
- 5 interessanter, einfacher
- 6 verbessert
- 7 sogar, auch
- 8 weltweit, auch, sogar
- 9 auch, sogar
- 10 überleben, schlafen

Any word can be used only once

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

b f g
a c d e

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

- (1) Go jogging, play football. (2) Need both.
- (2) The monks are too old for these activities.
- (3) That the monks want to recruit new people for life in the monastery / friary.
- (4) They look forward to their visit. It is a change to their routine. It is a welcome distraction (2) Need both. NOT: They like the visit of the students. NOT: The visit pleases them. NOT: It is a welcoming change
- (5) The contrast between the two worlds.

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.

...traf er eine kranke, rote Katze im Hauseingang.

...zeigen die Passanten meistens großes Interesse.

...sein Leben komplett zu verändern/komplett sein Leben zu verändern

...hat er ein wunderbares Buch geschrieben.

...dass jetzt auch andere Drogenabhängige Hilfe bekommen/dass andere Drogenabhängige

...jetzt auch Hilfe bekommen / dass Drogenabhängige jetzt auch andere Hilfe bekommen.

Aufgabe 5**[10+6]**

Students should / are expected to just concentrate on exam preparation /revision.

I can study/revise/learn here really well. I can simply study here really well.

Life in the monastery is anything but luxurious. NOT: everything but luxurious

At /For breakfast you can choose between bread with cheese or jam.

But that is not true /wrong.

No-one is / you are not allowed to speak during the joint /communal evening meal / evening meal taken together in the monastery.

Instead the monks / everybody listen/s to /hears classical music.

If you want you can attend /go to mass at half seven. NOT: visit mass

But that is not compulsory.

At eight o'clock the monks (will) lock up.

At the end of the day students can look forward to / can enjoy a home brewed beer / beer brewed by the monks / at the monastery.

Aufgabe 6**[35]**

Assessment according to General Mark Scheme.

AO2 Quality of Response 20

AO3 Grammar (10) + Idiom (5) 15

Indicative content for Essay questions on GN2 paper 2015

- a) 1) Candidates could discuss the advantages of travelling on their own, e.g. peace and quiet, plan the day according to your own needs and not to those of others, chance to get to know new people more easily.
- 2) Candidates could also contradict the statement and claim that holidays are the only chance to spend quality time together, that those holidays are not stressful as long as they are carefully planned.
- 3) Combination of 1) and 2) or any other approach which satisfies the demands of the question.
- b) 1) Candidates could argue that gifted and talented students are held back by others. Special needs students in main stream feel left behind because the teacher does not always have time to see to their needs. Learning in schools is geared towards the average student. If students were allowed to work at their own pace more progress would be made.
- 2) Candidates could contradict the statement and claim that lessons in school also have a social dimension and that learning at your individual space would mean programmed learning in isolation.
- 3) Combination of 1) and 2) or any other approach which satisfies the demands of the question.
- c) 1) Candidates could discuss the usual stereotypes connected to vegetarianism e.g. lack of choice, vegetarians eating too much cheese and thereby increasing the chance of heart problems, problems of getting sufficient protein without eating cheese, difficulties in finding snacks.
- 2) Candidates could contradict the statement and claim that e.g. carnivores lack imagination when it comes to preparing vegetarian meals, that vegetarian meals could be quite varied with a high protein content, that vegetarianism protects the environment and has proved to be healthier than eating meat.
- 3) Combination of 1) and 2) or any other approach which satisfies the demands of the question.
- d) 1) Candidates could for instance argue that it entirely depends on the hobby you have and that in most cases it is virtually impossible to translate a hobby into a job.
- 2) Candidates could for instance argue that you pursue a hobby with a certain passion and that it could be fascinating to carry that passion to a job which they will possibly have to carry out for the rest of their lives.
- 3) Combination of 1) and 2) or any other approach which satisfies the demands of the question.

Essay Mark Scheme Unit 2

Understanding/Quality of Response (AO2)

20/19/18	Direct and concise, clear and coherent, completely relevant to question, showing independent thought, knowledge and analysis.
17/16/15	Well-structured argument which focuses on main aspects of the question, but not exhaustively. Lacks a little concision and analysis.
14/13/12	Tendency to focus on information rather than present analysis or argument. Evidence of a lack of precision and clarity with some meanings unclear.
11/10/9	Some lack of focus on central themes of question with some irrelevance. May use pre-learned information not appropriate to question set. Lacks overall precision and clarity.
8/7/6	Significant lack of focus on central themes of question and inability to communicate clearly. Large amount of irrelevant information.
5/4/3	Clear evidence of misunderstanding or misinterpretation of question set. Lack of organisation, confused statements, unclear meaning.
2/1	A rambling, disjointed, irrelevant essay.
0	Nothing of value presented.

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: LISTENING, READING AND WRITING**

TAPESCRIPT - SUMMER 2015

Aufgabe 1

Sina und Fred wollen Halbzeitvegetarier werden. Aber was ist das?

Die Halbzeitvegetarier

Sina: Hallo Fred, gut dass ich dich treffe. Ich wollte dir nämlich von meinem neuen Projekt erzählen. Ich möchte Vegetarierin werden.

Fred: Was? Unmöglich! Dein Vater ist doch Metzger. Schmeckt dir seine Wurst nicht mehr oder was?

Sina: Im Gegenteil, das ist ja das Problem: Ich denke, ohne Sonntagsbraten, Currywurst und Burger zu leben, könnte schwierig für mich sein.

Fred: Aber warum um Gottes willen willst du dann kein Fleisch mehr essen?

Sina: Na ja, wegen der Umwelt. Du weißt doch auch, wie viel Wasser und Pflanzen gebraucht werden, um Rindfleisch zu produzieren. In Brasilien wird der Regenwald immer kleiner, damit immer mehr Pflanzen für die Kühe wachsen können. Und das macht das Klima kaputt. Und dann das viele Gas von den Kühen.....

Fred: Na ja, das kann schon sein. Und außerdem sagt man ja, dass Vegetarier nicht so oft krank werden.

Sina: Ganz genau und deshalb möchte ich zur Halbzeitvegetarierin werden!

Fred: Halbzeitvegetarier, was ist denn das jetzt wieder?

Sina: Ganz einfach: Du isst einfach nur noch halb so viel Fleisch und Fisch.

Fred: Moment! - Das ist ein *Halbvegetarier*, aber kein *Halbzeitvegetarier*.

Sina: Du isst nicht mehr jeden Tag Fleisch, sondern nur noch alle zwei Tage. Du machst einen Wochenplan, auf dem du aufschreibst, an welchen Tagen du vegetarisch essen willst und an welchen Tagen du Fleisch essen willst.

Fred: Keine schlechte Idee, bist du denn jetzt schon Halbzeitvegetarieren?

Sina: Nein noch nicht, denn ich brauche dich als meinen Partner. Denn zwei Halbzeitvegetarier machen einen ganzen Vegetarier. Und das ist dann sozusagen ein ganzer Mensch, der kein Fleisch mehr isst. Und das hilft der Umwelt. Es gibt auch eine Website, die das Projekt erklärt. Hast du nicht Lust, mein Partner zu werden?

Fred: Also, ich finde die Idee sehr ungewöhnlich, aber es ist immer gut, etwas Neues auszuprobieren; und wir können ja auch zusammen neue vegetarische Mahlzeiten erfinden.– Also gut! Sollen wir heute Abend gleich etwas Vegetarisches zusammen kochen?

Sina: Toll. Ich wusste ja, dass du mitmachst. Komm einfach um sechs bei mir vorbei, dann können wir ja unser Halbzeit-Veggie-Essen planen.

Fred: OK – solange du nicht auch zu meiner Halbzeitfreundin konvertierst!

Ende des Hörtexts

**GCE GERMAN
GN4: LISTENING, READING AND WRITING**

MARK SCHEME - SUMMER 2015

Aufgabe 1 **[6]**

1. That there would never be a toll for cars. [1]
2. They cannot be trusted / their promises are worth no more than the paper they are written on. [1]
3. On holidays in other European countries / abroad [1]
4. It is to be paid by all road users, not only Germans. [1]
5. High and low earners pay the same (for big and small cars), /makes it comparatively more expensive for poor people. [NOT: drivers of small cars cannot afford it] [1]
6. (Because) they cause more wear and tear /damage [NOT: burden the road]. [1]

Aufgabe 2

Teil 1 **[8]**

1. Klimakonferenz
2. Delegierten
3. katastrophalste
4. Inselstaat
5. besonders
6. trotz
7. Obdachlose
8. besuchte

Teil 2 **[4]**

Falsch: 2, 3, 4, 5

Teil 3 **[4]**

1. (Kurzichtige) Wirtschaftsinteressen (von Regierungen und Kohlekraftwerken).
2. Es wird mehr (davon) geben /gibt in der Zukunft mehr davon.
3. (Von) der Qualität / Bauweise der Häuser (und Siedlungen).
4. Sie ist zurückgegangen / es gab (immer) weniger Opfer.

Teil 4 **[6]**

1. There are none / there is no conclusive information.
2. Fewer but more severe storms.
3. (Because) they /extreme/severe storms are so rare / seldom.
4. Rising sea levels. [NOT flooding]
5. Warm air can retain / take up/ absorb more moisture / water [NOT brings more water / with warm air comes more water]

Aufgabe 3

[15 AO2 + 10 AO3]

When Typhoon Haiyan killed thousands of people || some environmentalists blamed || the catastrophe on climate change. || However, statistics tell us a different story. || In America, the number of dead caused by hurricanes || has fallen significantly || during the last 120 years. || But the population has greatly increased since 1900. || Although the average number of hurricanes || has hardly changed || more people are protected by better housing. || Instead of concentrating only on global warming || we should therefore build || better houses for all people – || also for the less well off.

1. Als Taifun Haiyan Tausende ([von] Menschen) tötete,
2. gaben /machten manche/einige Klima-/Umweltschützer [*NOT Naturwissenschaftler*] dem/den Klimawandel/der Erderwärmung (haben ... Umweltschützer gesagt, dass...)
3. die Schuld an der Katastrophe./ verantwortlich für die Katastrophe (dass die Katastrophe... wegen ... passiert ist.)
4. Aber die Statistiken erzählen uns eine andere [*NOT verschiedene*] Geschichte /geben /zeigen uns ein anderes Bild /einen anderen Zusammenhang.
5. In Amerika ist die Zahl der Toten durch Hurrikane /
6. in den letzten 120 Jahren /im letzten Jahrhundert
7. stark /erheblich /viel gesunken /gefallen /weniger geworden /hat es viel weniger Tote gegeben.
8. Aber die Bevölkerung ist seit 1900 stark gestiegen /...viel größer geworden / hat sich enorm/stark/beträchtlich... erhöht /vermehr.
9. Obwohl die durchschnittliche Anzahl der Stürme (Zwar hat die Zahl...)
10. sich kaum /fast nicht geändert hat / fast gleich geblieben ist, [*correct tense required*]
11. sind mehr Menschen durch bessere Häuser ge-/beschützt. (...aber es sind mehr...)
12. Statt uns /sich nur auf Erderwärmung zu konzentrieren (*NOT fokussieren*) /nur an ... zu denken,
13. sollten wir /sollte man deshalb [*either conditional or deshalb required*]
14. bessere Häuser für alle (Menschen) bauen [*NOT jede*]
15. auch für ärmere /weniger wohlhabende Menschen. [*comparative required*]

(AO3 assessed according to the general markscheme)

Aufgaben 4 A, B und C

Indicative content

Aufgabe 4A

[45]

The following approaches are suggestions only. They are not intended to be prescriptive or exhaustive. Candidates may choose any approach to the questions set as long as it addresses the question directly and is backed up by specific reference to the film, text or region. Assessment will focus solely on the extent to which the answer satisfies the specific descriptors of the mark scheme, irrespective of any indicative content suggested here that may or may not be referred to.

1. *Jenseits der Stille*

- (a) Lara lebt zwischen zwei Welten. Was für Probleme bringt das für sie und wie wird sie damit fertig?
- Lara's responsibilities towards her parents (a child's role reversed). The advantages she derives from that relationship, e.g. when having to interpret. Changed attitude after she meets Tom.
- (b) Was für ein Mensch ist Laras Vater und wie ist sein Verhalten zu erklären?
- His experiences as a child, feeling second to his sister, feeling ridiculed for his inability. His role as a father – before and after her mother's death. Comparing his role with that of Lara's mother.

2. *Crazy*

- (a) Was für ein Mädchen ist Malen, und welche Rolle spielt sie für die anderen Schüler und Schülerinnen?
- Her maturity compared to that of her class mates, and possible reasons. Her role in setting an example – or does she? Her special relationship with Benny and her success as a quasi-tutor for him
- (b) Welche Szenen in diesem Film hältst du für Schlüsselszenen, und warum?
- Content depends entirely on the personal choice of a scene and could focus on any of the following:
 - Benny's arrival at the school, meeting Malen, initiation ceremony, scene exposing his relationship with his family, meeting Troy and their subsequent friendship, extra maths classes with teacher, meeting and friendship (or otherwise) with Janosch, – or any other.

3. *Vaya con Dios*

- (a) Welche Erfahrungen machen die drei Mönche während ihres Aufenthaltes in dem Jesuitenkloster?
- Contrast between the two monasteries – opulence vs. poverty.
 - Benno's temptation in discovering the lure and wealth of ancient books.
 - Re-kindling music as their common bond: cold intellectualism vs. devotional belief.
- (b) Welche Bedeutung hat seine Begegnung mit Chiara für den Mönch Arbo und für sein späteres Leben?
- Arbo's hitherto sheltered life confronted with the real world (the party). Discovery of his own self through Chiara; first cracks in his yet unacknowledged identity. The decisive turning point in Montecerboli when he receives the tuning fork from Chiara.

4. *Good Bye Lenin!*

- (a) Welche Gründe hat Alex, die Welt der DDR weiterleben zu lassen?
- His mother's illness as the external motive.
 - His feeling responsible for what has happened and trying to make amends.
 - His unwitting hankering after childhood treasures and memories, not wanting to let go.
- (b) Welche Rolle spielt Ironie in diesem Film? Erkläre deine Meinung anhand von Beispielen und Episoden.
- In images, e.g. Dennis in a mock-up AK broadcast with his (GDR) trousers down.
 - In situational comedy: e.g. Christiane, a GDR supporter, being kept alive by means of an empty GDR mock-up; neo-Nazis taking refuge in the East.
 - In language.

5. *Der Rote Kakadu*

- (a) Wie ähnlich und wie verschieden sind sich Sigi und Luise? Inwiefern erklärt das ihre Handlungsweise?
- Analysis of characteristics might include: naïve, down-to-earth, practical, able to adapt, idealistic, adult, mature, artistic, communicative, secure, sophisticated, circumspect, unwise etc. leading to:
 - Different aims and strategies in life, personal and public life.
- (b) Inwiefern spiegelt das Künstlerlokal „Der Rote Kakadu“ die politischen und sozialen Spannungen der DDR-Zeit?
- The bar's role as a refuge from the GDR regime for dissidents, artists, Rock 'n Roll fans.
 - Dangers associated with such a haven, e.g. being infiltrated by informers (whom the guests did nevertheless know). The regime's omnipresence and observation strategies everywhere.

6. *Die fetten Jahre sind vorbei*

- (a) Welche Szene des Films ist deiner Meinung nach eine Schlüsselszene, und warum?
- Content depends entirely on the candidate's choice of a scene and could focus on any of the following:
 - The break-ins reflecting the young people's attitudes, Hardenberg's abduction and its consequences, scenes in and around the Alpine hut, Hardenberg's surprise self-portrait as veteran of the '68 revolts (credible? strategy?), the love-triangle, Hardenberg's yacht - or any other.
- (b) Die Ideale der drei Freunde und die Ideale der 68er sind sehr ähnlich. Wie realistisch sind ihre Ziele deiner Meinung nach, und wie zeigt das der Film?
- The different, 'crusades' of Jan, Peter and Jule – actions, targets and aims.
 - Various obstacles in achieving those aims – political, practical, social
 - The 'free love' theme as an indication of a changing society – or is it?

7. *Des Teufels General*

- (a) Wer ist verantwortlich für den Absturz von Eilers, und welche Rolle spielt sein Tod für seine beiden Freunde Harras und Oderbruch?
- Oderbruch's sabotage attempts to tackle the regime from within – justified?
 - Comparing Oderbruch sacrificing his pilots with Hitler sacrificing hundreds of thousands.
 - Changed relationship between the two friends after Harras's discovery.
- (b) „Wer auf Erden des Teufels General wurde und ihm die Bahn gebombt hatte – der muss ihm auch Quartier in der Hölle machen.“ Was meint Harras mit diesen Worten?
- The War as an opportunity to satisfy Harras' passion for flying aeroplanes
 - His acknowledgment (in retrospect?) of national socialism being 'devilish'.
 - The consequence he drew from that – what does it say about him as a man and soldier?

8. *Die Weiße Rose*

- (a) Welche Haupt- oder Nebenfigur findest du besonders interessant, und warum?
- Content depends entirely on the candidate's choice of a character and could focus on any of the following:
 - Hans and/or Sophie Scholl, motivation, differences and similarities; Prof Huber, Willi Graf, Alexander Schmoell, Freisler, Christoph Probst, Traute Lafrenz (as 'Nebenfigur') – or any other.
- (b) Welche Rolle spielt die Religion in diesem Film?
- Family background, religious upbringing.
 - Analysis of motivation for the actions of these young people – political, moral, religious, anti-racist.

9. *Alles auf Zucker*

- (a) „In diesem Film sind alle nur vom Geld motiviert.“ Inwiefern stimmst du dieser Aussage zu?
- Money as a trigger for the entire film action, used by the deceased mother's will and her wish to bring the family together through their craving for money.
 - Jaeckie's problems and strategies as a gambler
 - The common prejudice about Jews and money, mocked by the (Jewish!) film director
- (b) Welche Rolle spielt Ironie in diesem Film? Erkläre deine Meinung anhand von Beispielen und Episoden.

The (Jewish!) director's intent to deflate/mock some of the preconceptions about theory and practice of the Jewish faith, using:

- Ironical comments, e.g. "koscher wie ein Schweinekotelett"
- Ironical denouements of pretence in observing orthodox rules (both families)
- Situational irony in expectations vs. reality of the will: They have inherited no debts.

Aufgabe B

[45]

Schreibe einen Aufsatz von **nicht mehr als 400 Wörtern auf Deutsch** zu **einer** der beiden Fragen (a) **oder** (b). Wähle das Buch, über das du NICHT in deinem Exposé gesprochen hast.

1. Böll: *Das Brot der frühen Jahre*

- (a) „Fendrich ist kein positiver Charakter, denn er lügt und stiehlt und betrügt seine Verlobte mit einer anderen Frau.“ Inwiefern trifft das deiner Meinung nach zu? Fendrich has redeeming features as well:
- He regrets stealing from his dad
 - He meets up with Ulla to explain the break up
 - He loves his mother and Hedwig.
- (b) „Fendrich ist trotz beruflichen Erfolgs ein einsamer Mensch, bevor er Hedwig trifft.“ Inwiefern trifft das deiner Meinung nach zu?
- Only when Fendrich meets Hedwig does he realize what he had been missing.
 - He had never before experienced true love.
 - His relationship with Ulla was not characterised by love.
 - His whole life consisted of working and saving up money.

2. Brecht: *Mutter Courage*

- (a) „Nur weil Mutter Courage jederzeit gute Geschäfte machen will, verliert sie alle Kinder.“ Was ist deine Meinung dazu? Mutter Courage is torn between her love for her children and her desire to profit from the war and therefore loses her children:
- She loses "Schweizerkas" and Katrin when she tries to make business
 - Eilif is executed because he does not understand that there are different rules in war and peace times.

- (b) Welche Rolle spielt die Religion in diesem Drama?
The drama plays during a religious war but:
- Religion is rarely mentioned.
 - The protestant preacher who joins Mutter Courage on her cart denies his religion.
 - The war was started for religious reasons but economic reasons seemed more important.

3. Dürrenmatt: *Der Besuch der alten Dame*

- (a) „Es gibt keinen Unterschied zwischen Claire und Ill: Beide haben andere Personen mit Schnaps oder Geld gekauft und für ihre eigenen Zwecke benutzt.“ Inwiefern bist du auch dieser Meinung?
Candidates could argue for or against the statement. They could for instance argue that:
- Ill only bribed **two** people with bottles of alcohol, which resulted in Claire's damaged reputation.
 - Claire ruins the town financially and then bribes **all** the citizens of Gullen, which resulted in collective murder and guilt.
- (b) „Ill wird nicht ermordet, sondern stirbt an einem Herzinfarkt. Man kann deshalb nicht sagen, dass die Gullener schuldig geworden sind.“ Was ist deine Meinung dazu?
The citizens of Gullen vote unanimously to accept Claire's donation:
- They all want Alfred to be murdered.
 - Prior to that they all buy expensive goods which they will only be able to pay for when Ill is dead and the money is paid out.
 - Ill is murdered during the council meeting when the lights go out.
 - The diagnosis of heart attack was agreed on beforehand.

4. Frey: *Kein Wort zu niemandem*

- (a) Wie wichtig ist in der Geschichte das Schweigen über Gewalttaten? Warum schweigen die Opfer, und welche Macht gibt ihr Schweigen den Tätern? Beziehe dich auf Ereignisse in der Geschichte.
The victims keep quiet about the injustice done to them:
- for fear of further bullying
 - for fear of violence against them. (example : Pocket money)
- The victims' silence gives:
- the bullies a kick
 - them even more power over the victims
- (b) „Sammy behandelt seine Mitschüler brutal, weil sich niemand wirklich für ihn interessiert.“ Was ist deine Meinung dazu?
Sammy behaves in a brutal way towards his fellow students because:
- He is deeply traumatized by events in his life.
 - He falls out with his friend Leander because of a girl they both love, his dog dies, his beloved grandparents move away and his mother remarries.
 - He falls in with a bad gang who show an interest in him and offer him an “alternative” perspective to life.

5. Frisch: *Homo faber*

- (a) Faber glaubt, sein Leben selbst bestimmen zu können. Welche Erfahrungen zeigen ihm, dass das nicht immer möglich ist?

Faber can determine:

- his professional life.
- his private life to a certain extent by leaving when things get difficult (e.g. Hanna or Ivy)

Faber cannot determine others aspects of his life e.g.:

- Emergency landing of his aeroplane,
- his infatuation with his daughter, her untimely death and his own illness.

- (b) Welche Einstellung zur Natur und Kunst haben die Hauptpersonen, und was sagt das über ihren Charakter aus?

Faber's attitude towards nature and art:

- He experiences nature as something negative or even repulsive (he desperately tries to gain control of his facial hair). He cannot relate to art.
- He cannot enjoy nature since he aims to control it by the use of technology.

Sabeth's attitude towards nature and art:

- loves art and nature. They add enjoyment to her life.
- teaches Faber how to appreciate art and nature.

6. Grass: *Katz und Maus*

- (a) Inwiefern kann man behaupten, dass Mahlke ein Individualist ist?

- He learns to swim much later than everyone else.
- He invents "Puscheln" and wears them to school and thus turns out to be a trendsetter.
- He steals the "Ritterkreuz" unaided.
- He finds the "Funkerkabine" and claims it for himself. There are various other examples which demonstrate to which extent Malhle has a truly individual approach.

- (b) Welche Rolle spielen Schule und Kirche in der Geschichte?

School and also church fail the individual:

- School supports the Nazi ideology by inviting two officers who glorify the war.
- The priest abuses young people.
- When Mahlke seeks refuge in the church after deserting the army it is not granted to him.

7. Kafka: *Die Verwandlung*

- (a) „In der Geschichte geht es nicht nur um die Verwandlung von Gregor, sondern auch um die Verwandlung der Familie“. Inwiefern bist du auch dieser Meinung?

The family's transformation:

- They find alternative ways of creating an income.
- The sister demonstrates her importance to her parents.
- The family had shown respect for Gregor prior to his transformation but after later on they develop feelings of hatred and repulsion towards him.

- (b) „Die Verwandlung zeigt uns, dass man nur als arbeitender und produktiver Mensch von seiner Familie geliebt und respektiert wird.“ Inwiefern bist du auch dieser Meinung?
Gregor's case demonstrates the fate of people who have become incapacitated through no fault of their own:
- As long as Gregor was able to provide for his family they respected him and "loved" him.
 - After his transformation they hated and mistreated him.
 - Eventually they threw an apple at him and wished for his death.

8. Lenz: *Schweigeminute*

- (a) Welche Rolle spielen die Schule und die Mitschüler in dieser Geschichte?
School is central to the story because :
- It is where the "Schweigeminute" takes place and which causes Christian to review his relationship with his teacher.
 - At school Stella will have to treat Christian as any other student.
 - At school Christian needs to control his feelings and keep his secret from his fellow students.
- (b) Was sind die größten Schwierigkeiten in der Beziehung zwischen Christian und Stella?
Wie findest du ihren Umgang mit den Problemen?
Problems with the relationship:
- A relationship between a student and a teacher is illegal. Christian and Stella therefore have to keep their relationship a secret.
 - Christian is much younger than Stella and has a more naïve attitude towards their relationship and the future of it.
- Ways of coping with problems:
- Stella has thought of asking for a transfer to another school to overcome the problem. Realistic? Fair?
 - Christian tries to earn extra money and dreams of a future on "Vogelinsel". Unrealistic? Immature?

9. Schlink: *Der Vorleser*

- (a) Welche Rolle spielt die gemeinsame Fahrradtour in diesem Roman? Was erfahren wir dabei über Michael und Hanna, über ihre Beziehung und über ihre Probleme?
- Michael
- can show how grown up he is by organising the trip.
 - When Hanna beats him he plays an inferior role again. He intends to keep the relationship going even though he is humiliated'.
- Hanna
- Initially enjoys being looked after by Michael.
 - Because of her illiteracy she misinterprets Michael's behaviour. She beats him to gain control of him and her helplessness.
- (b) Welche Rolle spielt das Haus, in dem Hanna wohnt, für die Entwicklung der Handlung?
The house is central to the development of the plot because:
- Hanna's and Michael's first encounter takes place in front of the house.
 - He has his first sexual relationship in the house.
 - The house is the only place where they do not have to hide their relationship.
 - House as a metaphor for Hanna (dark and secretive).

Aufgabe 4C

[45]

Schreibe einen Aufsatz von **nicht mehr als 400 Wörtern auf Deutsch** zu **einer** der beiden Fragen (a) **oder** (b). Wähle die Region, über die du NICHT in deinem Exposé gesprochen hast.

1. Städte und Landschaften an Nord- und Ostsee

- (a) Wie hat die Geschichte über Jahrhunderte hin diese Städte und Landschaften geprägt, und wie wichtig ist das für die Region heute?
- Dependent on and endangered by the sea, leading to strategies for survival, fortification, dykes, leaving their mark on architecture and layout of settlements, towns and ways of life.
 - Role of sea ports for trade, exploration, emigration
 - Employment and income patterns then and now, the impact of tourism.
- (b) Welche Rolle spielen die Inseln und welche Vor- oder Nachteile gab oder gibt es deiner Meinung nach für die Inselbewohner?
- Sense of autonomy and detachment from the mainland, dependence on climatic changes, associated dangers and sea defences, life on the 'Halligen', limitations to forms of income
 - Changes through tourism

2. Berlin und das Land Brandenburg

- (a) Das Leben zur DDR-Zeit war in Ostberlin besser als in der DDR, aber nicht so gut wie im Westen. Wie hat sich das geändert?
- Historical reasons: East Berlin's role as the capital of the GDR, the regime's shop window. West Berlin cut off from and without hinterland (supply difficulties) hence similarly backed by the more affluent West and the Allies. Subsidies.
 - Reasons for and consequences of the Wall.
 - Changed role of Berlin after reunification in terms of politics, economy, culture, status; now attracting visitors, trade and commerce from everywhere.
- (b) „Berlin war und ist auch heute wieder die Kulturhauptstadt Deutschlands.“ Wie zutreffend findest du diese Behauptung, und welche Gründe gibt es dafür?
- Historical dimension: EITHER traditional role of the capital, always attracting all forms of art and culture (examples); the Roaring 20s in Berlin, ending in centralisation and cultural repression under the Nazis.
 - OR: Independent principalities with their own capitals, leading to a number of independent cultural centres (examples), Berlin being one of them (examples as above).

3. Westfalen und das Land am Niederrhein

- (a) Ruhrpott, Sauerland oder Niederrhein: In welcher Region würdest du lieber leben, und warum?
- Content depends entirely on personal choice. The following aspects might be addressed:
 - Environmental issues, rural vs. urban landscapes, access to facilities, shops, culture, entertainment and night life, job opportunities, education, personal experience.
- (b) Welche historischen Städte in Westfalen und am Niederrhein findest du besonders interessant, und warum?
- Content depends entirely on personal choice. The following might be chosen for analysis: Essen, Dortmund, Paderborn, Münster, Siegen, Xanten, Düsseldorf, Köln, Duisburg - or any other.

4. Das Land der Niedersachsen

- (a) „Die Landschaften Niedersachsens sind für Urlaub und Erholung nicht ideal.“ Bist du auch dieser Meinung, und warum oder warum nicht?
- This question invites an anti-statement since most of the region is rural and does attract tourism, e.g. Lüneburger Heide, Altes Land, Friesland, Harz mountains etc.
 - Conversely, depending on the candidates' perception of recreation and what constitutes a good holiday, they might cite examples to support the view expressed, e.g. lack of more spectacular facilities in the area chosen for discussion, e.g. no mountain biking, surfing, climbing etc.
- (b) Welche wirtschaftlichen Aspekte sind deiner Meinung nach besonders wichtig für die Städte und das Land Niedersachsen?
- Content depends entirely on personal choice. One or more of the following towns and/or provinces might be mentioned with relevant references to employment, agriculture, trade and industry: Braunschweig, Delmenhorst, Emden, Göttingen, Goslar, Hannover, Hildesheim, Oldenburg, Osnabrück, Salzgitter, Wilhelmshaven, Wolfsburg (VW), Lüneburger Heide, Harz mountains, Friesland etc.

5. Land der Mitte: Hessen und Thüringen

- (a) Welche historischen Städte in Hessen findest du besonders interessant, und warum?
- Content depends entirely on personal interest. One or more of the following might be mentioned with relevant references to infrastructure, history, culture, environment, facilities, population, customs, industry and commerce, tourism: Frankfurt, Darmstadt, Wiesbaden, Marburg, Mainz (Rheinhessen), Kassel - or any other.
- (b) Welche Rolle spielt oder spielte Thüringen in der Geschichte und heute?
- Central geographical location that made it a hub of culture, communicating between East and West. Close ties with Hessen, not only owing to shared landscapes (e.g. Rhön mountains) severed by WWII and Iron Curtain. Role during Reformation, the German classical period (Weimar, Jena), Napoleonic wars.
 - Land Thüringen re-established following a period of effective dissolution under GDR government; increasing tourist industry owing to re-kindled interest by West Germans and visitors from abroad. Re-vitalised industries, e.g. optics (Schott, Zeiss-Jena), mining, car production.

6. Sachsen und Sachsen-Anhalt

- (a) Welche Veränderungen haben Sachsen und Sachsen-Anhalt in den letzten 20 Jahren erlebt, und wie positiv war diese Entwicklung deiner Meinung nach?
- Background: Role during GDR, economic situation immediately after the collapse of the Communist regime.
 - Support and investment funded by West Germany, political reorganisation leading to a re-established 'Freistaat Sachsen'. The following examples and outward indicators of renewal and restoration might be cited (with relevant details): Frauenkirche, Semperoper, Wittenberg, Leipzig, castles, Dessau, Magdeburg rebuilt, increasing tourism.
- (b) Wovon und wie gut oder schlecht leben die Menschen in Sachsen und Sachsen-Anhalt?
- Characteristics of the region: agricultural, industrial, rural, urban. Growing attractiveness of city life and growing urban populations.
 - Major industries and commerce: engineering and plant construction, metalworking, chemical industry, open-cast mining and associated problems, growing exports.
 - Tourism as a major source of income, owing to increased interest by visitors from the West and from abroad (...why...?). Particular attractions (e.g. Elbsandsteingebirge).

7. Das Rheinland und die Pfalz

- (a) Nicht nur für Ausländer ist diese Region eine der beliebtesten Urlaubsgebiete. Wie ist das zu erklären?
- Content depends entirely on personal choice. One or more of the following might be mentioned, with relevant references and details: vineyards and aspects of wine growing and related functions and festivals, attractive landscapes, river cruises, historic towns and castles, and opportunities for variety of outdoor activities, climate - or any other.
- (b) „Rheinland“ ist nicht nur die Landschaft am Rhein. Welche anderen Flusstäler und ihre Städte sind deiner Meinung nach eine Reise wert?
- Content depends entirely on personal judgment. One or more of the following might be mentioned with relevant references and details: the Nahe, Lahn or Moselle valleys, Bingen, Bad Kreuznach, Bernkastel, Traben-Trarbach, Trier - or any other.

8. Das Land der Schwaben

- (a) Folklore und Tradition: Welche Rolle spielen sie im Leben dieser Region?
- Candidates might include aspects of Alemannic carnival, traditional dress and festivals, family traditions. Relevance for tourism.
 - Food and drink characteristic of the region,.
- (b) Der Schwarzwald ist unter anderem auch ein bedeutender Wirtschaftsfaktor des Landes Baden-Württemberg. Wie ist das zu erklären?
- Tourism largely due to the opportunity for outdoor activities, attractiveness of superb landscapes; also to increased health and fitness awareness, today including hiking, mountain biking, Nordic walking,
 - Aspects of economy beyond tourism and the cuckoo clock industry: glassware, forestry (may include pollution problems), mining.

9. Bayern und Franken

- (a) Wo liegt deiner Meinung nach der wirtschaftliche Schwerpunkt von Franken und/oder Bayern? Begründe deine Meinung.
- Content depends entirely on personal judgment. One or more of the following might be mentioned with relevant references and details: Aschaffenburg, München, Augsburg, Nürnberg, Fürth, the Alps, the Bavarian lakes - or any other.
- (b) Welche kulturellen Aspekte dieser Region findest du besonders interessant, und warum?
- Content depends entirely on personal interest. One or more of the following might be mentioned with relevant references: religious customs, music, art, museums, traditions (Christmas, Easter, Spring festivals)
 - Folklore, beer and other festivals, folkloristic contests - or any other.

**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 AND WRITING**

TAPESCRIPT - SUMMER 2015

Aufgabe 1

Hörtext

Die Diskussion um die Pkw-Maut geht weiter. Als die Maut für LKWs eingeführt wurde, versprachen die Politiker, dass es niemals eine Maut für PKWs geben wird. Aber die Versprechen der Politiker sind so viel wert wie das Papier, auf dem sie geschrieben sind. Allerdings müssen deutsche Autofahrer schon lange eine Autobahn-Maut bezahlen, wenn sie in anderen europäischen Ländern Urlaub machen. Umgekehrt nutzen auch viele ausländische Bürger das deutsche Straßennetz, oft auch nur auf der Durchreise in andere Länder. Mit der Maut zahlen auch sie ihren Beitrag für die Benutzung der Straßen, nicht nur deutsche Autofahrer.

Gegen die PKW-Maut sprechen die hohen Kosten für Bürger, die wenig verdienen und eher kleine und sparsame Autos fahren, die man sich heutzutage noch leisten kann. Denn sie zahlen dann genauso viel wie beispielsweise Industriebosse oder Bankdirektoren mit viel Geld und großen Luxusautos. Für sie wird das Autofahren also relativ teurer als für Großverdiener. Und große Autos belasten die Straßen natürlich mehr und verursachen damit mehr Kosten als kleine.

Ende des Hörtexts



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