



GCE MARKING SCHEME

SUMMER 2016

**GERMAN GN2
1222/01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE GERMAN GN2
SUMMER 2016 MARK SCHEME
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 **Part 1**

Two points will be awarded if the idea is conveyed in good English.
One point will be awarded if the idea is only partially conveyed or if there is a mistake in the translated sentence or if a word has been left out.
No points will be awarded if the idea is not understood or if there are multiple mistakes.

Part 2

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.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band.

Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

Aufgabe 1 - Hören und Verstehen **[8]**

1. Welche Weihnachtsvorbereitungen hat Franziska schon gemacht? [1]

Sie hat schon (ein paar) Geschenke gekauft. (NOT: Sie hat noch nicht alle Geschenke gekauft)

2. Was ist für Peter wichtiger als Geschenke? [1]

*Mit seiner Familie zusammen zu sein **or** Zeit mit ihr verbringen.
(must contain idea of spending time with the family)*

3. Wie denkt Franziska über Weihnachtsgeschenke? [1]

*Für sie ist es wichtiger, Geschenke zu geben als zu bekommen.
(answer must contain comparison) (NOT: Man kann die Weihnachtszeit genießen).*

4. Inwiefern ist der Weihnachtsmarkt für beide eine gute Gelegenheit? [2]

*Franziska findet vielleicht ungewöhnliche Artikel / Peter kann die vorweihnachtliche Atmosphäre genießen / riechen.
(**one** item must be mentioned for Franziska **and one** for Peter)*

5. Woher wissen wir, dass Franziska und Peter letztes Jahr auch auf dem Weihnachtsmarkt waren [1]

*Sie wollen das Essen mit letztem Jahr vergleichen.
(Answer must convey idea of Franziska and Peter being at the Weihnachtsmarkt last year)*

6. Inwiefern ist Weihnachten bei Peter nicht nur für die eigene Familie? [1]

Sie spenden Geld für Menschen, denen es nicht so gut geht / arme / andere Menschen.

7. Was will Franziska mit ihrer Familie diskutieren? [1]

*ob sie auch wie Peter Weihnachten ohne Geschenke feiern sollen / ob sie das Geld spenden sollen / ob sie das Geld für eine gemeinsame Reise sparen sollen. Sie werden Peters Idee diskutieren, (NOT: Sie geben Geld – on ist own)
(**one** of the above ideas required)*

Aufgabe 2 Grammatik **[5]**

Peter (fühlen)**fühlt**..... sich durch Geschenke unnötig gestresst. Für ihn ist Weihnachten eine (ausgezeichnet)**ausgezeichnete**..... Gelegenheit, einfach nur Spaß miteinander zu haben. Franziska dagegen kauft gerne schöne Dinge für (ihr)**ihre**..... Familie. Mit (die Geschenke)**den Geschenken**..... möchte sie allen eine Freude machen. Franziska (wollen)**will**..... mit Peter auf den Weihnachtsmarkt gehen, wo sie vielleicht etwas Schönes finden kann.

Aufgabe 3, Teil 1 – Lesen und Verstehen

[10]

Der Verein „Experiment“ (1)**finanziert**..... die Reise und die Lernmaterialien für die Amerikanerin Meredith. Die Unterkunft und die Verpflegung sind (2)**kostenlos**..... Als die Organisation „Experiment“ Gastfamilien für die vielen (3)**Interessenten**..... brauchte, wurden die Kampes die Gasteltern von Meredith. Meredith hat die deutsche Sprache (4)**sofort./richtig**..... interessant gefunden. Für die Organisation ist Meredith eine

(5)**ungewöhnliche**..... Teilnehmerin, weil sie viele unterschiedliche Interessen hat. Die Organisation will mehr Toleranz und Frieden in der Welt erreichen, deshalb ist es für sie wichtig, dass die Teilnehmer kulturelle Unterschiede (6)**akzeptieren**..... Die Erlernung der Sprache des Gastlandes hat eine (7)**geringere**..... Relevanz als das Kennenlernen der Kulturen. Für Meredith ist es kein (8)**Problem**....., Kontakt mit ihrer Familie in den USA zu haben. Aber häufiges Skypen und Emails mit der Heimat kann aber auch problematisch sein, wenn man die Kultur des Landes (9)**richtig**..... kennenlernen will. Wenn Meredith sich einmal (10)**aussprechen**..... will, kann sie sich an ihre Betreuerin wenden.

Aufgabe 3, Teil 2 – Lesen und Verstehen

[7]

Richtig Falsch

- | | | | |
|-----|---|-------------------------------------|-------------------------------------|
| (a) | Auch in der Internetschule wird gemobbt. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| (b) | Die Internetschule ist keine staatliche Schule. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| (c) | Für „Tokio Hotel“ war die Internetschule keine Alternative. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| (d) | Der Staat übernimmt das Schulgeld nicht für alle Schüler. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| (e) | Die Hauptaufgabe der Internetschule ist Prüfungsvorbereitung. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| (f) | Alle Internetschüler sind im schulpflichtigen Alter. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| (g) | Bisher haben nicht alle Schüler die Prüfungen geschafft. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

(crosses **or** ticks accepted as long as answer is clear)

Aufgabe 3, Teil 3 – Lesen und Verstehen

[7]

1. How were students initially prepared for the exams?

[2]

Via email. (award **two** marks)

2. How has that changed?

[1]

They now use skype, chat and mobiles. (**one** mark)

3. What can the students do when they encounter problems with their work in the evening?

[1]

Contact the teacher.

4. What do the teachers do in order to stay in touch with the world of the young people?

[2]

Read Bravo, play computer games.

5. Why do students have to fill in a questionnaire prior to starting in the school?

[1]

So that the teachers can take into account the students' interests/ can gauge their interests

Aufgabe 4 – Grammatik

[10]

Als die Organisation Gastfamilien suchte, (Organisation Kontakt die nahmen mit auf Kampes der)

Als die Organisation Gastfamilien suchte, nahmen die Kampes Kontakt mit der Organisation auf. [2]

Für Kampes sind internationale Kontakte wichtig, deshalb (in sie Meredith ihre integriert Familie voll haben)

Für Kampes sind internationale Kontakte wichtig, deshalb haben sie Meredith voll in ihre Familie integriert. [2]

Weil Meredith ein Stipendium hat , (den mit sie hohen Probleme keine hat Reisekosten).

Weil Meredith ein Stipendium hat, hat sie keine Probleme mit den hohen Reisekosten. [2]

Meredith skypet mit ihrer Familie, (hat großes nach sie Heimweh Amerika wenn).

Meredith skypet mit ihrer Familie, wenn sie großes Heimweh nach Amerika hat. [2]

Die Organisation möchte erreichen, (es und auf Toleranz mehr Welt der gibt dass Frieden)

Die Organisation möchte erreichen, dass es mehr Toleranz und Frieden auf der Welt gibt. [2]

Aufgabe 5 – Übersetzen

Teil 1 [10]

Manche Schüler sind zu berühmt oder zu krank, um in eine normale Schule zu gehen. [2]

Some/a few pupils/(NOT: several or “one or two”) students are too famous/well-known or too ill / to (NOT: in order to) attend (NOT visit) a regular/normal/ordinary school.

Für alle diese Schüler gibt es seit zwölf Jahren eine Alternative. [2]

For all of these pupils/students there has now been an alternative / for the last twelve years.

Die Schüler machen die Prüfungen aber an Staatsschulen. [2]

The pupils/students do, however, take their exams /at state schools /at a state school.
(NOT: public school)

Die Privatschule darf keine Prüfungen stellen und auch keine Noten geben. [2]

The private school is neither allowed to set exams / nor to give grades. (NOT: marks, scores, results)

Bis heute haben 150 Schüler die Web-Schule besucht. [2]

Up to this day 150 students have attended the web school.

Teil 2 [6]

Die sieben voll ausgebildeten Lehrer wohnen in Bochum oder in der Umgebung.// Sie haben es also nicht sehr weit zu ihrer Schule ohne Klassenzimmer.// Die Lehrer ziehen die Web-schule anderen Schulen vor,// weil sie viel kreativer sein,// beispielsweise wenn sie motivierende Lernmaterialien produzieren // und Schüler ganz individuell unterrichten können.

The seven fully qualified/trained teachers (NOT: fully educated, well trained) live in Bochum or the surrounding area. //

They therefore (NOT: also) have not far to go to their school without a classroom/classrooms.// The teachers prefer the web school to other schools // because they can be much more creative // for instance when they produce motivating/inspirational teaching/learning material(s) (NOT: working materials) and when (NOT: if) they gear their teaching (entirely) towards the individual needs of the students.

Aufgabe 6

[35]

Schreibe einen Text (200 – 250 Wörter) auf Deutsch über **eins** der folgenden Themen:

Entweder

- (a) „Ein idealer Urlaub für mich ist eine Interrailtour durch Europa. Man kann dabei so viel erleben.“ Was ist deine Meinung dazu?

Oder

- (b) „Ich kann mir nicht vorstellen, Schüler oder Schülerin an einer Internetschule zu sein. Ich finde eine normale Schule mit Mitschülern besser.“ Wie denkst du darüber?

Oder

- (c) „In der Schule sollte es mehr Sportunterricht für Schüler und Schülerinnen jeden Alters geben, so dass wir gesund bleiben und Spaß an Bewegung haben.“ Was ist deine Meinung dazu?

Oder

- (d) „Nach meinem Abi möchte ich eine Lehre machen, denn nur Leute, die praktische Fähigkeiten haben, werden eine Zukunft haben.“ Was ist deine Meinung dazu?

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)

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.

Indicative Content for GN2

Aufgabe 6

[35]

Schreibe einen Text (200 – 250 Wörter) auf Deutsch über **eins** der folgenden Themen:

Entweder

- (a) „Ein idealer Urlaub für mich ist eine Interrailtour durch Europa. Man kann dabei so viel erleben.“ Was ist deine Meinung dazu?

Oder

- (b) „Ich kann mir nicht vorstellen, Schüler/in bei einer Internetschule zu sein. Ich finde eine normale Schule mit Mitschülern besser.“ Wie denkst du darüber?

Oder

- (c) „In der Schule sollte es mehr Sportunterricht für Schüler jeden Alters geben, so dass wir gesund bleiben und Spaß an Bewegung haben.“ Was ist deine Meinung dazu?

Oder

- (d) „Nach meinem Abi möchte ich eine Lehre machen, denn nur Leute, die praktische Fähigkeiten haben, werden eine Zukunft haben.“ Was ist deine Meinung dazu?

- (a) Candidates could agree with the statement: Holiday of a life time for a relatively cheap price, chance to visit a number of countries and get a feel of life in the particular regions, chance to meet young people of different nationalities whilst travelling, chance to try out foreign languages.
Candidates could also disagree with the statement: Interrail travel is dangerous, you could be robbed, you have to restrict yourself to one piece of luggage, you might not have a chance to shower every day, it is not for people who like their creature comforts.
- (b) Candidates could agree with the statement: There is no social dimension in an internet school, you will miss meeting your school friends and exchanging news with them, there is no fun at break time, you cannot acquire new knowledge within a group and learn from one another, there is no healthy competition.
Candidates could disagree with the statement: There is no bullying or disruptive behaviour when you attend an internet school, you can fully concentrate on the lesson, if you are the only student you might make more rapid progress than in an ordinary school. Whilst there is no social dimension you could still meet friends in your free time.
- (c) Candidates could agree with the statement: Sedentary life style leads to health problems, students spend too much time sitting in front of a computer or TV. More PE lessons will help them to stay fit.
Candidates could disagree with the statement. More PE lessons would mean fewer lessons in academic subjects which might lead to decline in standards. If a school offers more PE lessons they will have to employ further teachers, which might be a cost factor. Some students who are shy or feel that they are not as physically attractive as others might hate extra lessons. There is also increased risk of bullying.
- (d) Candidates could agree with the statement: Nowadays too many people value academic achievements and we therefore might lose valuable practical abilities in the long run. Apprenticeships concentrate on abilities we really need in society e.g. practical IT skills, building and construction skills.
Candidates could disagree with the statement. In our society only people with academic credentials are the highest earners and going for an apprenticeship might therefore not be the best option for a good future.