



**General Certificate of Education (A-level)  
June 2011**

**German**

**GERM1**

**(Specification 2660)**

**Unit 1: Listening, Reading and Writing**

***Mark Scheme***

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Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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The assessment objectives will be allocated in the following way:

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		<b>% of AS</b>	<b>Marks</b>
AO1	Response to spoken language	22	35
AO2	Response to written language	31	50
AO3	Knowledge of grammar	16	25
	<b>TOTAL</b>	69	110

The marks will be allocated in the following way

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
Listening Section (includes transfer of meaning into English exercise)	35		
Reading Section (includes cloze test)		30	10
Writing Section		20	15

## General Principles

### Section A: Listening and Reading

- In multiple choice questions where candidates must choose **one** letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
- Where a candidate repeats the same error within a sub-question, no further penalty should be imposed in awarding the mark, and nfp (= no further penalty) should be written beside the error to indicate this.
- English spellings are not accepted unless the word is spelt the same in both languages.
- "Rubric" should be written in the margin if in the wrong language and give '0' (unless numbers or place names are involved).

**Section A**

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
1 (a)	(can) talk about everything/anything (with her/him/them) arguments/(verbal) fights don't last (long); arguments are sorted out quickly is (always) there when you need/want her/him/them; is (always) there for you	3	<b>Reject:</b> ... share...  <b>Reject:</b> never argue; rarely argue

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
1 (b)	(at) work / company / firm / at works party / where she works / in <b>the</b> business / in the office	1	<b>Reject:</b> at a job party; at a trade show; at a works festival; in business; at the factory

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
1 (c)	can rely/depend on him / he is reliable can ask him for advice; values his advice; he gives her advice	2	<b>Reject:</b> he is there for her; she can trust him; he can rely/depend on her

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
1 (d)	two different/separate worlds / are different/separate (from each other) (often) touch / meet / coincide / occur together / overlap / one leads to the other	2	<b>Reject:</b> mixed up; confused; joined; linked; mistaken

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
1 (e)	They are inseparable / together a lot.	1	<b>Reject:</b> similar; so close (to each other); they stick together; they are together

	Accept	Marks	Notes
1 (f)	He (has) had a relationship. / He has just come out of a relationship. / He has a relationship behind him. / Isn't over his last one. / Bad past experience.	1	<b>Reject:</b> He has a relationship. / Relationships don't work for him. / Bad past experiences.

	Accept	Marks	Notes
2 (a)	Sina	1	

	Accept	Marks	Notes
2 (b)	Dominik	1	

	Accept	Marks	Notes
2 (c)	Rebecca	1	

	Accept	Marks	Notes
2 (d)	Rebecca	1	

	Accept	Marks	Notes
2 (e)	Dominik	1	

	Accept	Marks	Notes
2 (f)	Sina	1	

	Accept	Marks	Notes
2 (g)	Dominik	1	

	Accept	Marks	Notes
2 (h)	Rebecca	1	

	Accept	Marks
3 (a)	C	1

	Accept	Marks
3 (b)	A	1

	Accept	Marks
3 (c)	A	1

	Accept	Marks
3 (d)	C	1

	Accept	Marks
3 (e)	A	1

	Accept	Marks
3 (f)	C	1

	Accept	Marks
3 (g)	B	1

	Accept	Marks	Notes
4 (a)	650	1	

	Accept	Marks	Notes
4 (b)	März 2010	1	<b>Reject:</b> März bis Oktober 2010

	Accept	Marks	Notes
4 (c)	(aktuelle) Musikrends einheimische/heimische/ Schweizer/lokale Musik	2	<b>Reject:</b> aktuelle Musik <b>Reject:</b> heimliche Musik

	Accept	Marks	Notes
4 (d)(i)	Schweizer Musik ist (wie) Volksmusik / Sie verbinden Schweizer Musik mit Volksmusik	1	<b>Reject:</b> Schweizer Musik ist mit Volksmusik; reject misspellings of Volks- with a -g- instead of a -k-, but tolerate initial F-; reject Schweiß...

	Accept	Marks	Notes
4 (d)(ii)	Sie hören am liebsten Schweizer Musik / Sie hören lieber Schweizer Musik als anderes. / Schweizer Musik ist ihre Lieblingsmusik.	1	<b>Reject:</b> Sie lieben Schweizer Musik. / Sie hören Schweizer Musik.

	Accept	Marks	Notes
4 (e)	(Konzerte mit) Schweizer Künstlern/Musikern	1	<b>Reject:</b> ...Kunst / ...Künstlerin

	Accept	Marks	Notes
4 (f)	Sie laden sie herunter. / Downloads / im Internet.	1	

	Accept	Marks	Notes
4 (g)	<b>Die Musikindustrie</b> fördert sie nicht (genug). Musik wird als (nettes) Hobby angesehen. / Musik ist ein Hobby. / Musik wird nicht ernst genommen.	2	<b>Reject:</b> ...fordert...

	Accept	Marks
5 (a)	C	1

	Accept	Marks
5 (b)	A	1

	<b>Accept</b>	<b>Marks</b>
5 (c)	G	1

	<b>Accept</b>	<b>Marks</b>
5 (d)	H	1

	<b>Accept</b>	<b>Marks</b>
5 (e)	I	1

	<b>Accept</b>	<b>Marks</b>
5 (f)	B	1

	<b>Accept</b>	<b>Marks</b>
5 (g)	D	1

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
6 (a)	Serkan	1	

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
6 (b)	Maximilian	1	

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
6 (c)	Julia	1	

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
6 (d)	Maximilian	1	

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
6 (e)	Vanessa	1	

	Accept	Marks	Notes
6 (f)	Julia	1	

	Accept	Marks	Notes
6 (g)	Serkan	1	

	Accept	Marks
7 (a)	B	1

	Accept	Marks
7 (b)	B	1

	Accept	Marks
7 (c)	A	1

	Accept	Marks
7 (d)	C	1

	Accept	Marks
7 (e)	B	1

	Accept	Marks
7 (f)	A	1

	Accept	Marks	Notes
8 (a)(i)	(an) <b>bayerischen</b> Schulen / (in) Bayern	1	<b>Reject:</b> ...Schüler(n)

	Accept	Marks	Notes
8 (a)(ii)	(Handy-Videos mit) Gewaltszenen wurden entdeckt. / Weil (Handy-Videos mit) Gewaltszenen entdeckt wurden. / Schüler hatten Gewaltszenen aufgenommen. / (Es gab) Gewaltvideos.	1	<b>Reject:</b> Nachdem ... ; Schulen hatten Gewaltszenen aufgenommen.

	Accept	Marks	Notes
8 (b)	während der Schulzeit (und in den Pausen) / im Unterricht / in den Stunden / in der Klasse	1	<b>Reject:</b> in den Pausen [ <i>with no mention of</i> Schulzeit <i>etc</i> ];

	Accept	Marks	Notes
8 (c)	(einzelne) Schulleiter	1	

	Accept	Marks	Notes
8 (d)	(am) Nachmittag	1	<b>Reject</b> incoherent answers such as: verschiebt sie lediglich in den Nachmittag

	Accept	Marks	Notes
8 (e)	Sie sind nicht (mehr für das Problem) verantwortlich. / Sie polieren das eigene Image.	1	<b>Reject:</b> Sie machen es sich leicht. / Dann gibt es keine Gewaltvideos.

	Accept	Marks	Notes
8 (f)	Es handelt sich um einen geringen Prozentsatz. / Wenige Schüler machen das. / Es ist kein großes Problem.	1	

	Accept	Marks	Notes
8 (g)	Sie können ihre Kinder <b>im Notfall nicht</b> erreichen/ anrufen. / ...falls es ein Problem gibt.	1	<b>Reject:</b> Ihre Kinder können sie im Notfall nicht anrufen. / Sie haben keine Sicherheit mehr.

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
8 (h)	einen verantwortungsvollen Umgang (mit dem Handy) zeigen/erklären  (das Thema) Kosten(kontrolle) behandeln	2	<b>Reject:</b> einen verantwortungsvollen Umgang (without verb); Die Schüler müssen einen verantwortungsvollen Umgang zeigen  <b>Reject:</b> ...Kostkontrolle...

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
9 (a)	eigenen	1	

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
9 (b)	typischer	1	

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
9 (c)	kleinen	1	

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
9 (d)	verschiedene	1	

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
9 (e)	wird	1	

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
9 (f)	gefallen	1	

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
9 (g)	enttäuscht	1	

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
9 (h)	wächst	1	

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
9 (i)	könnte	1	

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
9 (j)	angeboten	1	

**Section B: Writing**

**Assessment Criteria**

Each question will be marked out of 35, consisting of 20 marks for Content (AO2) and 15 marks for Quality of Language (AO3). The following assessment criteria will be used.

**(Annotation of Scripts)**

The following conventions will be used by examiners marking scripts when assessing **Content**:

✓	Point made
NR	Irrelevant material
rep	Repeated point
?	Lack of clarity

The ✓ will be placed in the body of the text. The 'NR', 'rep' and '?' will be placed in the margin.

**CONTENT**

Marks	Criteria
17-20	<b>Very Good</b> <ul style="list-style-type: none"> <li>• Response to the task is fully relevant with a good depth of treatment</li> <li>• Well-organised structure in a logical sequence</li> <li>• Points made are well expressed and justified</li> </ul>
13-16	<b>Good</b> <ul style="list-style-type: none"> <li>• Response to the task is mostly relevant with some depth of treatment</li> <li>• Structure is generally well ordered</li> <li>• Points made are mostly well expressed and justified</li> </ul>
9-12	<b>Sufficient</b> <ul style="list-style-type: none"> <li>• Response to the task is generally relevant, but treatment is often superficial</li> <li>• Reasonable structure with occasional lapses</li> <li>• Points not always clearly expressed and justification is only just sufficient</li> </ul>
5-8	<b>Limited</b> <ul style="list-style-type: none"> <li>• Limited response to the task with some relevant information conveyed</li> <li>• Limited evidence of structure</li> <li>• Points made sometimes difficult to understand and justification is weak</li> </ul>
1-4	<b>Poor</b> <ul style="list-style-type: none"> <li>• Limited response to the task with little relevant information conveyed</li> <li>• No real structure</li> <li>• Points difficult to understand and little or no justification</li> </ul>
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole

## QUALITY OF LANGUAGE

### Range of Vocabulary

Marks	Criteria
5	Wide range of appropriate vocabulary
4	A range of appropriate vocabulary
3	Some variety of appropriate vocabulary
2	Limited variety of appropriate vocabulary
1	Very little use of appropriate vocabulary
0	No appropriate vocabulary

### Range of Structures

Marks	Criteria
5	Very good variety of grammatical structures used
4	Good variety of grammatical structures used
3	Some variety of grammatical structures used
2	Limited variety of grammatical structures used
1	Shows little grasp of grammatical structures
0	Shows no grasp of grammatical structures

### Accuracy

Marks	Criteria
5	There may be inaccuracies, but these tend to occur in attempts at more complex structures
4	Largely accurate but with few basic errors
3	Generally accurate but still with some basic errors
2	Basic errors are frequent
1	The number of errors make comprehension difficult
0	Errors are such that communication is seriously impaired

It should be noted that the marks awarded for each of *Range of Vocabulary*, *Range of Structures* and *Accuracy* cannot be more than one band higher than the band awarded for *Content*.

## **Additional guidance for marking**

### **Introductions and conclusions**

Candidates are not expected to include an introduction or conclusion, but it enhances the structure if there is a brief introduction and a concluding short paragraph, possibly including a personal response. One of the criteria for inclusion in the higher bands for content is for a logical structure and this would enhance the overall structure of the essay.

### **Awarding ticks and question marks**

Ticks should be used for any valid, comprehensible point. This could be a statement, a personal opinion, the development or explanation of a point already made, an example or illustration and a justification of a point of view. A question mark should be placed in the margin for points which are unclear or muddled eg where the candidate makes up a word or uses confusing target language.

### **Repetition and irrelevance**

The symbol 'rep' should be placed in the margin where a candidate repeats a point already made. The symbol 'NR' should be used if a section is not relevant to the title eg a candidate talks about the consequences of smoking when the question asks for reasons for people smoking and for suggestions to reduce smoking.

### **Choosing the band for Content**

A mark in the 17-20 band will be awarded for an essay which contains a good number of valid points which have been expanded, which has a good structure and contains little if any irrelevance, repetition or lack of clarity. A mark in the 13-16 band will be awarded for a good essay which makes a fair number of points but may contain some of the weaknesses identified above. A mark in the 9-12 satisfactory band would suggest that the candidate makes a few valid points but fails to develop some of these points and the structure may be erratic and a number of sentences may be unclear. Where a limited number of points is made with very little development and much confusing language, a mark in the 5-8 will be appropriate. Such essays will lack a coherent structure and good be very repetitive and superficial. Rarely, a mark in the 0-4 band will be awarded but this will be limited to very poor (usually short) essays where there is very little content and much that is irrelevant.

### **Annotation of Scripts**

Please see the General Principles page for further information about annotation.

### **Possible Content Points**

Below is a list of **possible** content points for each answer; it should be stressed that the list is not prescriptive nor exhaustive, but is illustrative of the points which could be made.

**10 Sie haben erfahren, dass das letzte Kino in Ihrer Stadt geschlossen werden soll. Schreiben Sie einen Brief an die Lokalzeitung, in dem Sie Ihre Meinung dazu erklären.**

- initial reaction to cinema closure plans
- background, e.g. many cinemas have closed
- example(s) of film(s) you have seen at cinema
- atmosphere of cinema
- importance of big screen
- cinema as social event
- can see new films sooner at cinema than on DVD
- easier to watch DVD at home but not the same experience as cinema
- how you will react if closure goes ahead
- final comment on importance of cinema

**(35 marks)**

**11 Sand, Sonne und Meer? Umweltbewusster Urlaub? Welche Faktoren sind für Sie wichtig bei der Wahl des Urlaubszieles, und warum?**

- initial reaction to statement about types of holiday
- relaxation
- adventure
- different culture
- luxury accommodation
- special activities
- means of transport
- environmental awareness
- specific consequence of environmental awareness
- final comment, e.g. plans for next holiday

**(35 marks)**

**12 Schreiben Sie eine Antwort auf Sibylles E-Mail. Wie denken Sie über die Ehe?**

- initial reaction to Sibylle's email e.g. surprise
- comment on age – is 20 too young?
- comment on length of relationship – is 4 months too short?
- marriage as lifelong commitment
- recognition that many marriages do not last
- consequences of separation/divorce
- importance of wedding celebrations
- religious significance of marriage
- possible advantages of cohabitation
- final comment, e.g. 'hope that Marco makes the right decision'

**(35 marks)**

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)