
AS-LEVEL

German

Unit 1 Listening, Reading and Writing
Mark scheme

1661
June 2016

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer 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 associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this mark scheme are available from aqa.org.uk

The assessment objectives will be allocated in the following way:

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

The marks will be allocated in the following way:

	AO1	AO2	AO3
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 students 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 student 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

	Accept	Mark	Notes
1 (a)	keep (us human beings) healthy	1	Reject: 'make/help' Tolerate 'men', but reject other mistranslations of Menschen Tolerate 'healthier'
	protect (us) from psychological illness(es)	1	Accept 'mental' Reject mis-spelling beginning with ph- Reject 'problems'
	(we/people/they) live longer	1	Reject 'we live for a long time'

	Accept	Marks	Notes
1 (b)	patience	1	Tolerate adjectives e.g. 'patient', but reject verbs e.g. 'understand' unless they have a subject e.g. 'they understand'
	understanding	1	
	honesty/sincerity/integrity	1	

	Accept	Marks	Notes
1 (c)	(they are) more important than siblings / have more value than siblings / are regarded more highly than siblings	1	Accept past tense verbs in this sub-question. Reject 'sisters'; allow 'sisters and brothers'. Reject 'would rather have friends than siblings' / 'friends are closer than siblings'
	(friendship) lasts twice as long as marriage (on average)	1	Reject any mistranslation of 'im Durchschnitt' Reject 'twice longer' Reject 'relationship/partnership'
	1/3 (of people surveyed) have friends from a foreign/ different/another culture/ background/ethnic group	1	Tolerate '...foreign friends' Reject 'foreign circle'
	1/2 (of people surveyed) have (much/clearly/considerably) older friends	1	Reject any mistranslation of deutlich e.g 'mostly'

	Accept	Mark	Notes
2	B F H K N	5	In any order

	Accept	Mark	Notes
3 (a)	E K	1 1	In either order

	Accept	Mark	Notes
3 (b)	B	1	In either order
	H	1	

	Accept	Mark	Notes
3 (c)	F	1	In either order
	N	1	

	Accept	Mark	Notes
3 (d)	D	1	In either order
	O	1	

	Accept	Mark	Notes
3 (e)	A	1	In either order
	P	1	

	Accept	Mark	Notes
4 (a)(i)	Als er 12 war / Mit 12 Jahren	1	Tolerate 'wenn/wann' Reject 'seit/seitdem' Reject 'zwölf' on its own

	Accept	Mark	Notes
4 (a)(ii)	(Von) einem Bekannten.	1	Reject plurals e.g. (von) Bekannten

	Accept	Mark	Notes
4 (b)(i)	Enttäuschend. / Er war enttäuscht / Eine Enttäuschung	1	Reject '(ein bisschen) enttäuscht' without an appropriate verb. Tolerate omission of Umlaut, but reject gross mis-spelling e.g. 'entteucht' / 'enttäusched'

	Accept	Mark	Notes
4 (b)(ii)	(Es gab leider) nur / zu viel Theorie.	1	Tolerate '...Theorie' Reject '...Theory'
	Man hat die praktischen Aspekte nicht behandelt. / Keine praktischen Aspekte.	1	Reject 'pratischen' or similar Reject '...gehandelt/handelt'

	Accept	Marks	Notes
4 (c)	Er verbindet sie mit der (Außen)welt.	1	Tolerate infinitive clauses e.g. 'sie mit der Außenwelt verbinden' Reject first occurrence of 'ich', then treat as repeat error
	Er rettet (verlorene) Daten.	1	Reject 'Data/Datum/Darten', but tolerate 'Daten'
	Er schließt das Kabel (wieder) an.	1	Reject 'Er schließt das Kabel', but tolerate: 'Er schließt das Kabel ein' Tolerate 'schließt' Reject 'Kable'; tolerate 'Cabel' and 'Kabal'

	Accept	Marks	Notes
4 (d)	(Ein Besuch ist) nicht angenehm	1	Reject 'angenehmend/angenehmt' Tolerate 'angenähm/angenehmen'
	(aber) manchmal notwendig.	1	Tolerate 'notwendich'

	Accept	Mark	Notes
5 (a)	R	1	

	Accept	Mark	Notes
5 (b)	R	1	

	Accept	Mark	Notes
5 (c)	F	1	

	Accept	Mark	Notes
5 (d)	NA	1	

	Accept	Mark	Notes
5 (e)	R	1	

	Accept	Mark	Notes
5 (f)	F	1	

	Accept	Mark	Notes
5 (g)	R	1	

	Accept	Marks	Notes
6	5 9 3 1 7 6	6	

	Accept	Marks	Notes
7	N O A F H G D	7	In this order

	Accept	Mark	Notes
8 (a)(i)	Die Zahl der Hausmänner ist gestiegen. / Es gibt mehr Hausmänner. / Hausmänner sind nicht so ungewöhnlich (wie vor 50 Jahren). / Mehr Männer wollen zu Hause bleiben.	1	Answer must convey idea of change, so reject: 'Es gibt 9000 Hausmänner' / 'Der Mann bleibt zu Hause' Reject: 'Das ist nicht so ungewöhnlich (wie vor 50 Jahren)'.
8 (a)(ii)	Es gibt mehr als 9000 Hausmänner. / Die (echten) Zahlen sind (noch) höher (als in den offiziellen Zahlen). / Die Zahl der Männer ist gestiegen.	1	

	Accept	Mark	Notes
8 (b)	Er wurde/war/gewann (2015) (als) Hausmann des Jahres (geehrt).	1	Reject: ‚Martin Riedel, der 2015 als Hausmann des Jahres geehrt wurde.‘ Reject: ‚Er hat Hausmann des Jahres geehrt/genannt‘.

	Accept	Mark	Notes
8 (c)			Mark the first two points given. If the second point given is 'der Kontakt mit den Kunden war angenehm' then max 1 mark for this sub-question.
	Die (langen) Reisen (für die Firma).	1	Reject inappropriate inclusion of 'nicht' e.g. 'Nicht die langen Reisen'
	Die (lästigen) Emails.	1	Tolerate: 'Die (lästigen) Emails vermisst er nicht' Reject: 'Die (lästigen) Emails vermisst'

	Accept	Mark	Notes
8 (d)	Er hält die Wohnung in Ordnung / Er räumt auf / Er putzt (die Wohnung) / Er macht (die Wohnung) sauber	1	Tolerate infinitive clauses.
	Er kocht (das Essen) / Er bringt das Essen auf den Tisch (für die ganze Familie) / Er macht die Mahlzeiten.	1	

	Accept	Mark	Notes
8 (e)	Er war/ist/macht(e) sich von seiner Frau (finanziell) abhängig.	1	Reject first occurrence of wrong pronoun e.g. ich, dein(er), then treat as repeat error. Reject references to unemployment.
	Was er den ganzen Tag macht(e) / Was macht(e) er den ganzen Tag? / Sie wissen nicht, was er den ganzen Tag macht.	1	Tolerate: 'Sie glauben, dass er den ganzen Tag nichts macht'. Tolerate: 'jeden Tag/die ganze Zeit'

	Accept	Mark	Notes
8 (f)	(Man ist) neidisch/ eifersüchtig (auf ihn).	1	Reject wrong pronoun e.g. er, sich, mich

	Accept	Mark	Notes
9 (a)	liest	1	

	Accept	Mark	Notes
9 (b)	entwickelt	1	

	Accept	Mark	Notes
9 (c)	hatten	1	Allow 'haben gehabt'

	Accept	Mark	Notes
9 (d)	mussten	1	Accept 'mußten'

	Accept	Mark	Notes
9 (e)	lockeres	1	

	Accept	Mark	Notes
9 (f)	gleichen	1	

	Accept	Mark	Notes
9 (g)	klare	1	

	Accept	Mark	Notes
9 (h)	bequeme	1	

	Accept	Mark	Notes
9 (i)	zurückgekommen	1	

	Accept	Mark	Notes
9 (j)	wäre	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: suggestions for further guidance

Marks	Criteria
17-20	<p>Very Good</p> <ul style="list-style-type: none"> • Response to the task is fully relevant with a good depth of treatment • Well-organised structure in a logical sequence • Points made are well expressed and justified <p>A full mark of 20 can be awarded for a performance which is as good as can reasonably be expected from an AS level candidate. The candidate answers the question fully and maintains a clear sense of direction, backing up a good number of points with detailed explanations and examples. The candidate expresses fine nuances of meaning and justifies her/his ideas convincingly. A mark of 17 or 18 is awarded for a performance which shows most, but not all, of the qualities described above. It is likely to be fully relevant, with generally good depth of treatment but with occasional weaknesses in the sequencing of ideas. There are likely to be some convincing explanations and examples, although opportunities may be missed to explore the full implications of points made. The candidate's expression is generally clear, but there may be occasional lapses where, for example, the candidate makes a lexical error.</p> <p>Do not be afraid to give a top score if you feel that there is nothing more the student could have done to answer the question in more depth.</p>

13-16	<p>Good</p> <ul style="list-style-type: none"> • Response to the task is mostly relevant with some depth of treatment • Structure is generally well ordered • Points made are mostly well expressed and justified <p>A mark of 15 or 16 is awarded for a response which is relevant to the broad topic area but may not always be fully focused on the chosen title. There is some depth of treatment and most views are supported by appropriate explanations and examples. Occasionally a valid point may not be fully developed or expanded. The sequencing of ideas within paragraphs is likely to be good, but the response as a whole may be disjointed in places and the conclusion may not be fully convincing. The candidate's expression is generally clear, but there may be occasional lapses due to lexical or grammatical errors.</p> <p>A mark of 13 or 14 is awarded for a response which is relevant to the topic but includes one or more paragraphs which are not clearly focused on the chosen title. There is some depth of treatment and some views are supported by appropriate explanations and examples, but a number of statements are left unsupported. The sequencing of ideas within paragraphs is likely to be good, but the response as a whole is likely to be disjointed and difficult to follow in places. The candidate's expression is generally clear, but there are likely to be some lapses due to lexical or grammatical errors.</p>
9-12	<p>Sufficient</p> <ul style="list-style-type: none"> • Response to the task is generally relevant, but treatment is often superficial • Reasonable structure with occasional lapses • Points not always clearly expressed and justification is only just sufficient <p>A mark of 11 or 12 is awarded for a response which is relevant to the broad topic area but not well focused on the chosen title. There are likely to be a few detailed explanations and examples, but the response is generally superficial. There is some attempt at structure, with limited paragraphing and some use of common linking words. Straightforward facts and ideas are conveyed successfully, but the communication of complex ideas may be impeded by lexical and/or grammatical errors.</p> <p>A mark of 9 or 10 is awarded for a response which is generally relevant to the broad topic area but is likely to include material which does not relate to the title. The response is largely superficial; it may be short and/or it may largely consist of a series of unsupported statements. There is some attempt at structure, but the paragraphing is likely to be unclear and the use of linking words may be limited. Most facts and ideas are conveyed reasonably successfully, but the communication of complex ideas is likely to be impeded by lexical and/or grammatical errors. There may be occasional repetition of points already made.</p>

5-8	<p>Limited</p> <ul style="list-style-type: none"> • Limited response to the task with some relevant information conveyed • Limited evidence of structure • Points made sometimes difficult to understand and justification is weak <p>A mark of 7 or 8 is awarded for a response which relates to the broad topic area but is not focused on the title and may include some irrelevant material. The response is superficial; it may be short and/or it may consist of a series of unsupported statements. There is little attempt at structure and limited use of linking words. Some facts and ideas are conveyed successfully, but the candidate rarely manages to convey complex ideas or explanations. Lexical and/or grammatical errors impede communication in places. There may be several occasions on which repetition of points occurs.</p> <p>A mark of 5 or 6 is awarded for a response which relates generally to the topic but is likely to include some irrelevant material. The response is superficial; it is likely to be short and/or consist of a series of unsupported statements. There is little attempt at structure. Some facts and ideas are conveyed successfully, but the candidate is unable to convey complex ideas or explanations. Lexical and/or grammatical errors impede communication significantly. There could be some significant repetition.</p>
1-4	<p>Poor</p> <ul style="list-style-type: none"> • Limited response to the task with little relevant information conveyed • No real structure • Points difficult to understand and little or no justification <p>A mark of 3 or 4 is awarded for a response which is only partially relevant to the broad topic area and may include a significant amount of irrelevant material. The response is superficial and is likely to be short. There is no attempt at structure. A small number of simple facts and opinions are conveyed successfully. Lexical and/or grammatical errors impede communication significantly.</p> <p>A mark of 1 or 2 is awarded for a response which is barely relevant to the broad topic area. It is likely either to be very short or to include a significant amount of irrelevant material. A small number of simple facts and opinions are conveyed successfully, but these are presented in a random fashion. Lexical and/or grammatical errors impede communication significantly.</p>
0	<p>The answer shows no relevance to the task set.</p> <p>A zero score will automatically result in a zero score for the answer as a whole.</p>

Where part of the required response is missing, eg in an advantage/disadvantage essay or where solutions are asked for but are not given, a penalty will be applied.

- (a) In an advantage/disadvantage essay where only advantages or disadvantages are expressed, only a maximum mark of 12 for Content is allowed.
- (b) In an essay where solutions are asked for but are not given, only a maximum mark of 16 for Content is allowed.

(c) In a three part question, for example:

“What are the consequences of smoking, why do people smoke and what can we do about it?”,

any part of the response omitted would mean that the essay was assessed one band or two bands lower than the rest of the Content would normally attract, ie

- 16 marks would be the maximum awarded if one part of the response were missing and the Content would otherwise have been in the 17-20 band
- 12 marks would be the maximum awarded if two parts of the response were missing and the Content would otherwise have been in the 17-20 band.

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

The marks awarded for each of Range of Vocabulary, Complexity of Language and Accuracy are not limited by the mark awarded for Content. The essay is assessed for Quality of Language independently of the Content mark unless the Content mark is 0, in which case the mark in the other three categories will also be 0.

Additional guidance for marking

Introductions and conclusions

Students 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 students makes up a word or uses confusing target language.

Repetition and irrelevance

The symbol 'rep' should be placed in the margin where a student repeats a point already made. The symbol 'NR' should be used if a section is not relevant to the title eg a student 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 student 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 band 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 and further guidance

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 *Urlaub zu Hause oder Urlaub in einem exotischen Land – was ist Ihrer Meinung nach besser? Erklären Sie Ihre Antwort.*

[35 marks]

Possible content points:

- more people are heading for exotic destinations but some prefer to stay in their home country
- staying at home is cheaper
- staying at home avoids the stress of airports etc
- staying at home can be more exciting than it seems at first – places/people to visit
- staying at home is better for environmental protection
- exotic destinations make it easier to 'switch off' from work and daily routines at home
- exotic destinations provide experiences that aren't available at home
- exotic destinations are easier and cheaper to reach because of cheap airlines
- exotic destinations fulfil dreams
- conclusion e.g. it depends on the individual, both options have advantages

Further guidance:

- Students may use one or more of the given phrases as starting points if they wish. However in order to gain a high mark for Content they must develop and justify their response to any quotations used.
- Although the question suggests a polarised response, it is acceptable for students to state that they have no strong preference and explain why not.
- Although students may wish to include mention of their personal experience, a response that comprises nothing more than that e.g. an account of a past holiday will score a low mark for Content.

11 *Bis vor wenigen Jahrzehnten waren Tätowierungen und Piercings nur für Seefahrer, Kriminelle und andere ‚harte Menschen‘. Heute sind sie in der Mitte der Gesellschaft angekommen. Finden Sie diesen Trend gut oder schlecht? Warum?*

[35 marks]

Possible content points:

- tattoos and body piercings have become more common and more acceptable
- reason: influence of foreign cultures – South Pacific etc
- reason: less pressure for people to conform to traditional norms
- good: expression of individuality
- good: can look attractive
- good: not necessarily permanent
- bad: painful when applied
- bad: not universally acceptable e.g. by some employers
- bad: may be difficult to remove when relationships or preferences change
- conclusion e.g. tattoos and body piercings likely to become more widespread + reason

Further guidance:

- Although the question suggests a polarised response, it is acceptable for students to convey good and bad points in equal measure.
- Although the question includes a comparison with the past, it is acceptable for students to write entirely about the situation today.
- Other aspects of the fashion/trends topic such as clothing and role models may be mentioned but must not be central to the response.

12 „Das Fernsehen zerstört das Familienleben.“ Erklären Sie Ihre Meinung zu dieser Aussage.

[35 marks]

Possible content points:

- TV is often accused of having a negative effect on family life – is that true?
- TV has several different purposes – entertainment, relaxation, information, education
- bad: different family members may watch different programmes in different rooms
- bad: watching TV on personal devices makes it difficult for parents to keep an eye
- bad: TV includes content which promotes the individual rather than the family
- good: watching TV together can mean spending more time together as a family
- good: watching different programmes can stimulate conversation in family
- good: TV is good for its own sake because we can learn a lot from it
- technology is changing the way we watch TV – danger but also opportunity
- conclusion e.g. TV may have a negative effect on family life but not always

Further guidance:

- Students may use one or more of the given ideas as starting points if they wish. However in order to gain a high mark for Content they must develop and justify their response to any quotations used.
- Students may respond in favour of the statement, in opposition to it, or they may convey equally weighted arguments on both sides.
- Family life is central to this title. Responses which veer too far towards other aspects of television e.g. good and bad programmes will score a low mark for Content. An essay which makes no reference to family life can score no more than 8 for Content.