

Teacher Resource Bank

AS level German (1661) Student Exemplar Work:

• Unit 1 Writing (Autumn 2012)



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The following essays are from the GERM1 January 2012 examination.

The Principal Examiner has provided commentaries for each of the essays. Centres are advised to read the January 2012 and June 2012 Report on the Examination which are available on e-AQA.

A-level German Unit 1 TRB Autumn 2012

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Question 11 (students 1-4 in booklet)

Stimmung

frische Luft

gute Musik

bekannte Bands

schmutzige Toiletten

Warum sind Musikfestivals Ihrer Meinung nach so populär? Können solche Events

auch Probleme mit sich bringen?

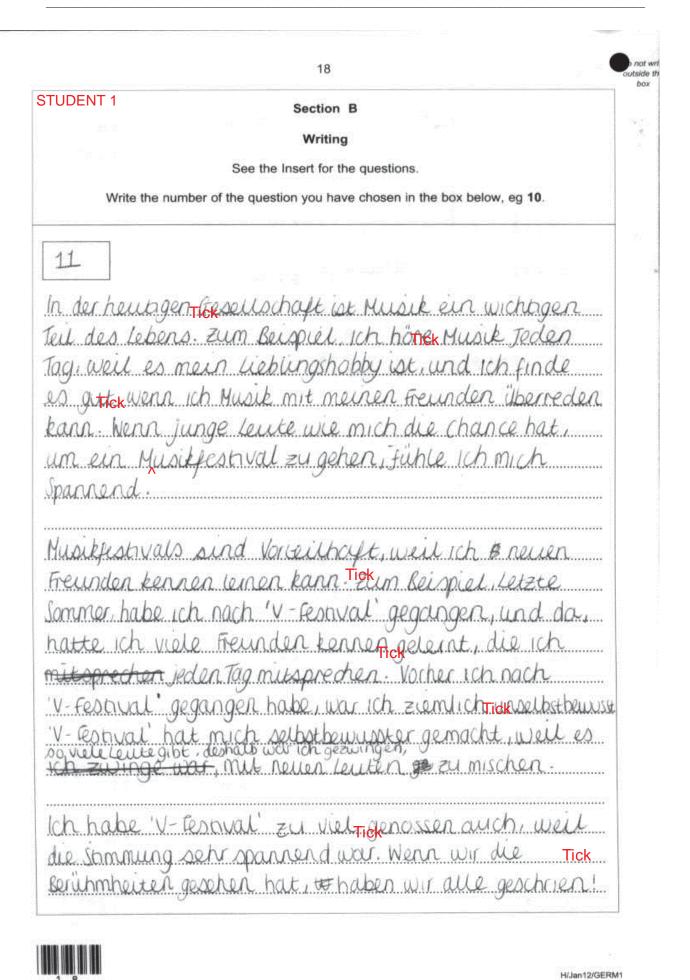
Question 12 (student 5 in booklet)

,,Ich finde junge Leute respektlos und frech. Sie sind nur Rowdys!"

"Alte Menschen verstehen uns nicht und wollen uns auch

nicht verstehen. Sie haben vergessen, dass sie selbst einmal jung waren!"

Warum gibt es oft Konflikte zwischen den Generationen? Wie kann man solche Konflikte lösen?



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Student 1 Commentary

Question 11

Content: 18/20

The response is relevant to the task. It addresses both parts of the question effectively. The only statement that seems out of place is the sentence *Um diese Problem zu lösen...* (sic) at the end of the fifth paragraph, which would be more appropriate in an essay on health issues. The depth of treatment is generally good: for example in the second paragraph the student explains how going to a festival may help the development of social skills, rather than stopping short at the bland reference to making friends. Similarly in the fourth paragraph the student expands on the reference to fashion by giving the example of her aunt and by mentioning the link between appearance and self-confidence. The essay is well structured, with suitable paragraphing, a clear introduction and a satisfactory conclusion. It is a pity that the student introduces a new point in the final sentence of the main paragraphs are presented in a logical sequence, with the advantages followed by the disadvantages. Most points are well expressed and justified, although there is occasional lack of clarity, such as the misuse of *überreden* and *spannend* in the first paragraph.

Range of vocabulary: 4/5

The student uses a range of vocabulary that is appropriate to the task. Examples of good vocabulary include *selbstbewusst*, *mittanzen*, *Außenseiter* (though it should be *Außenseiterin*) and *verursachen*. In a few places wrong or spurious words are used, such as *schlägen* [sic] in the fifth paragraph.

Range of structures: 3/5

The student uses a fair variety of structures, including subordinate clauses, infinitive clauses with *zu*, a relative clause, the reflexive verb *sich fühlen*, *helfen* + dative, and modal verbs including *könnte* and *sollte*. However the range of structures is not quite broad enough to justify a mark of 4.

Accuracy: 3/5

The essay is generally accurate. The errors rarely impede communication. However some of the errors are basic, such as the lack of inversion after *zum Beispiel* and the wrong verb form (*kann* ...) *stinkt* [sic] in the penultimate paragraph, and the student does not demonstrate enough grammatical control for a mark of 4 to be awarded.

Total mark: 28/35

STUDENT 2	
	Section B
	Writing
	See the Insert for the questions.
Write	e the number of the question you have chosen in the box below, eg 10.
н	
Ich bin	der Meinung, dass Musik festivals so
populair.	sind, weil die Stimmung besser und stärker
- CERT	Konzlick ist. Ich interessiere mich für viele
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	finder. In Gigland gibt es viertes jedes clahr
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	weise ist es billiger, zu ein Festival gehen und
	schiedene Bonds sehen, als zu ein Konzet
olhen w	al rur deine Lieblingsbard sehen.
U .	leube Musile Restivals populaire mit Jugerdlichen
	viele verschierde Circinde sind. Manche
	Venuken die Festivals für eine Wocherende
	und um sich zu entsplicknen jedech monohe
	che besuitzen die Wochesende für ondere
	en zum Breispiel für Originen nehmen, in
	ufen und Schlechte Verhalten. Dre Polizei muss
이 경험화 유가가 많이 더 주요. [[^^	tivals sero, weil monethe Leute redez Jahr
	en begehen Tiekden.
	seits ethan ist etwas positives, dass juppolliche

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H/Jan12/GERM1

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20 Musik festivals schlechten Benehmen verursachen können jedech die Stimmung ist erstanlich und ich würde empfehlen, dass men ein Festival probierenick manufactor sticke brouter men und in nach men hat ein testwal MUSIK. 01 H/Jan12/GERM1

Student 2 Commentary

Question 11

Content: 17/20

The response is fully relevant to the task. It addresses both positive and negative aspects of music festivals, as required by the wording of the question. The student makes a good number of points and treats them in some depth. For example, in the first paragraph she explains why festivals are better value for money than concerts and in the second paragraph she explains one consequence of bad behaviour at festivals. When discussing the costs of attending a festival the student mentions not only the ticket price but also other expenditure such as food which is more expensive than elsewhere. The structure of the essay is reasonable, with some meaningful paragraphing, but the introduction is not clearly defined and the conclusion is weak, mainly because of the misuse of *erlauben* which impedes communication. The student has chosen to interweave positive and negative points rather than treating them sequentially; that approach is acceptable in principle, although in this piece the actual sequence of ideas seems disjointed at times. The use of connectives and adverbs such as *jedoch* and *andererseits* helps to maintain a clear sense of direction. Most points are well expressed and there is generally a good level of justification.

Range of vocabulary: 5/5

The range of vocabulary is very good, including many appropriate words and phrases such as *Verhalten, Verbrechen begehen, Vertrauen, Unbekannte, verursachen* and *Benehmen*. A conscious effort seems to have been made to avoid undue repetition of common words. The student uses a small number of wrong or spurious words such as *Geldwertvoll* [sic], but the overall standard is as good as can reasonably be expected at AS level.

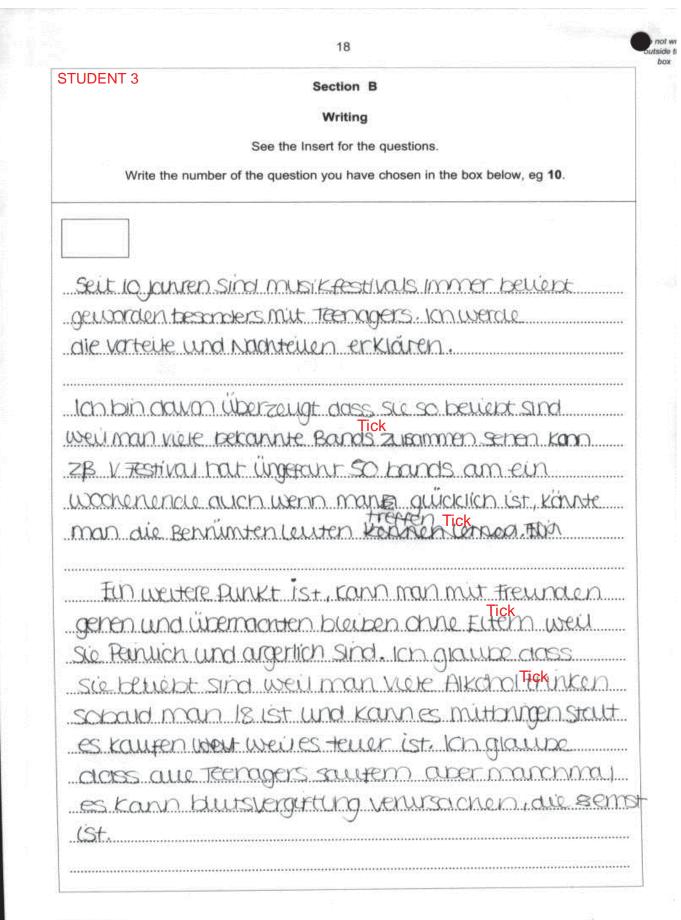
Range of structures: 4/5

The student uses a good variety of structures, including subordinate clauses, reflexive verbs, comparative forms, several different verb tenses, *etwas Positives*, and the conditional with *würde*.

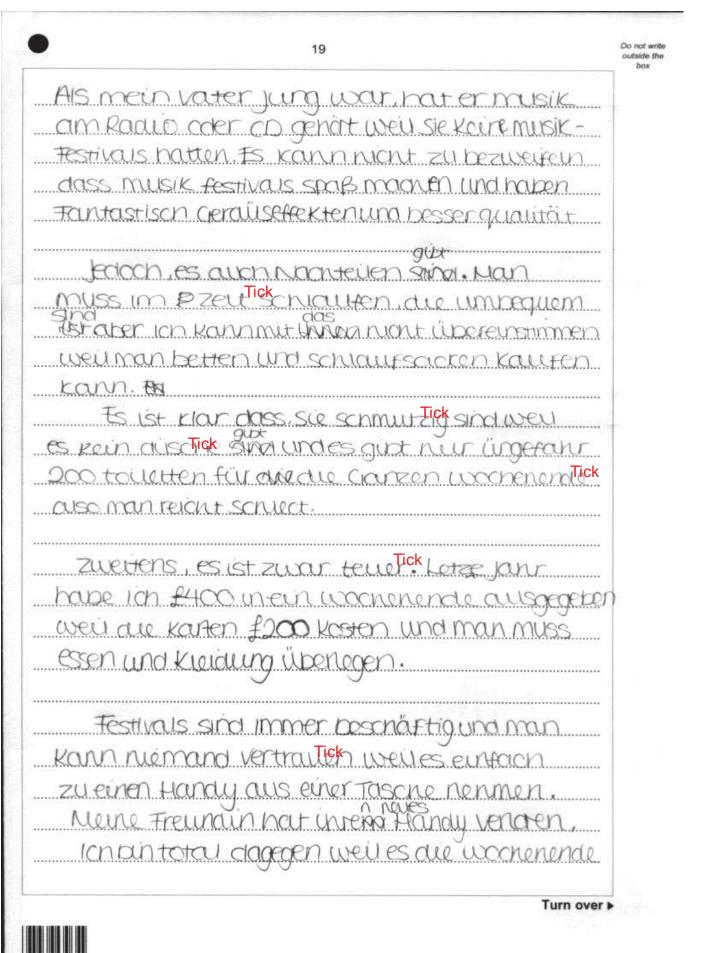
Accuracy: 4/5

The student maintains a high level of accuracy overall, including a good number of correct verb forms and case endings. Errors are generally in the more complex areas, although there are also a few examples of basic inaccuracy such as *deshalb ich spartet…* [sic] in the fifth paragraph.

Total mark: 30/35



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#### Student 3 Commentary

#### **Question 11**

#### Content: 14/20

The response is mostly relevant to the task. The student deals with a suitable range of positive and negative aspects of music festivals. There is occasional irrelevance, such as the reference to the consequences of excessive drinking at the end of the third paragraph which would fit more satisfactorily in an essay on health. There is some depth of treatment, such as the point about not trusting people in the 8th paragraph, although opportunities to develop points elsewhere are missed. For example it would have been good if the student had explained more fully why going to a festival costs more than it might seem. The structure of the essay is reasonable, with clear paragraphing and appropriate use of adverbs such as *jedoch* and *zweitens* to enable the reader to follow the line of argument. However in one or two places the thinking appears confused, such as the reference to bringing or buying drinks in the third paragraph. The introduction is short and simplistic and there is no proper conclusion. Some points are adequately expressed and justified, but in places communication is obscured by lexical or syntactical errors, such as the misuse of *glücklich* in the second paragraph needed to be coupled with the number of people attending in order to make a valid point about poor standards of cleanliness.

#### Range of vocabulary: 3/5

The student uses some variety of appropriate vocabulary, such as *überzeugt*, *verursachen*, *vertrauen*, *schützen* and *im Vergleich zu*. The use of set phrases is fine in principle, but in this essay some are used inappropriately, such as *Es kann nicht zu bezweifeln…* [sic] in the fourth paragraph and *Ich bin total dagegen* in the 8th paragraph. Some words are used wrongly, such as *bedrohend* in the penultimate paragraph.

#### Range of structures: 3/5

The student makes a conscious effort to use a variety of sentence patterns and structures. The essay includes a suitable range of subordinate clauses, different verb tenses and other constructions such as comparatives. However some attempts to introduce complexity are unsuccessful, such as the confusion between future and comparative forms in the penultimate paragraph.

#### Accuracy: 3/5

The student maintains a reasonable level of accuracy in basic structures, although there are some major errors with word order, especially the lack of inversion after adverbs, and sometimes with verb forms such as *man ... trinken* [sic] in the third paragraph. The use of capital letters on nouns is inconsistent.

Total mark: 23/35

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#### Student 4 Commentary

#### **Question 11**

#### Content: 13/20

The student addresses both parts of the question satisfactorily. Relevance is maintained throughout. There is some depth of treatment, e.g. in the fourth paragraph where the student links the point about the exciting atmosphere of music festivals with the need for young people to enjoy freedom after their exams. The essay has a clear structure, with a relatively small number of main sections and satisfactory opening and closing paragraphs. The introduction would have been better without the specific references to the police and prison sentences. The conclusion is good, although the student contradicts herself by referring here to *kleiner drogen Problem* [sic] having just mentioned *eine große drogen … Problem* [sic] in the previous paragraph. In places the sequencing of individual points seems odd; for example the fourth paragraph beginning *lch Liebe…* [sic] follows rather unnaturally from the previous paragraph which covers the negative aspects of festivals. In the essay as a whole many points are well expressed and suitably justified. In a few places the meaning is partly obscured by language errors; for example in the sentence beginning *Deshalb wenn sie…* in the second paragraph the syntax of the German is heavily influenced by English and a reader with no knowledge of English might struggle to understand it.

#### Range of vocabulary: 3/5

The student uses a fair range of appropriate vocabulary for the task, including the words and phrases *Verbrechen, unbekannte Bands, unhygienisch, Krawalle, vermissen* and *Angst.* There is some repetition of common words, e.g. *Problem*, and one or two words are used wrongly, e.g. *Artisten.* 

#### Range of structures: 2/5

The range of structures used is relatively modest. The student uses subordinate clauses successfully but there is not quite enough variety of sentence types to warrant a mark of 3.

#### Accuracy: 2/5

Although there is a fair amount of correct German, the student also makes basic errors in relatively straightforward areas, such as the word order in *Kann man hören alle…* [sic] in the first paragraph and the wrong verb endings *junge Leute habe* [sic] and *möchtest sie* [sic] in the fourth paragraph.

Total mark: 20/35

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#### Student 5 Commentary

#### **Question 12**

#### Content: 17/20

The student responds appropriately to the task and gives valid reasons for the conflicts that can occur between generations. Totalling roughly 230 words the response is concise and well focused on the task, with no irrelevant material. Both parts of the question are adequately addressed. The response displays good depth of treatment: for example in the first paragraph the student gives a thorough explanation of the danger of prejudging young people and in the last paragraph the significance of community work is explained. The structure is satisfactory, although the essay would have benefited from a clearer paragraphing, especially at the beginning and end. Almost all points are clearly expressed; just in one or two places linguistic error obscures the meaning, such as the use of *behandeln* instead of *handeln* in the first paragraph and the misuse of *verdient* in the last sentence. Conditional sentences are used effectively to comment on hypothetical situations.

#### Range of vocabulary: 4/5

The student uses a range of vocabulary appropriate to the topic and task. Examples of well-used words are *Stereotypen*, *verändern*, *Erlebnisse*, *teilen*, *ähnlich* (albeit misspelt) and *Krach*. There is little unnecessary repetition of common words. *Gemeinschaftsarbeit* is not the right word for community service but the explanation including the word *Heim* makes the meaning clear.

#### Range of structures: 4/5

The student uses a range of complex structures with success, including various subordinate clauses, a relative clause, comparatives and superlatives, the pluperfect tense, infinitive clauses with *zu*, and conditional sentences. The syntax is not quite adventurous enough for a mark of 5.

#### Accuracy: 4/5

The German is largely accurate, but there are a few basic errors. Many of the case endings are correct and the student has a good grasp of German word order.

Total mark: 29/35