



# **GCE MARKING SCHEME**

**GERMAN  
AS/Advanced**

**SUMMER 2012**

## **INTRODUCTION**

The marking schemes which follow were those used by WJEC for the Summer 2012 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.

## 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

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

#### **Communication (AO1/AO2)**

<b>AS</b>	<p><b>A2</b> 10/9 <b>Excellent linguistic rapport.</b> 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.</p> <p><b>High level of fluency,</b> in all linguistic situations, with just a few 'natural' hesitations.</p> <p><b>High information content.</b> Imaginative responses demonstrate the ability to compare, analyse and evaluate, and to present a critical viewpoint, clearly structured arguments, views, opinions, and reasoned judgements.</p>
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10/9	8/7	<p><b>Good interactive atmosphere.</b> 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.</p>
		<p><b>Appropriate level of fluency and initiative.</b> Feel of 'natural' exchange despite occasional hesitation.</p>
		<p><b>Good flow of information</b> 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</p>
8/7	6/5	<p><b>Interaction and spontaneity limited,</b> 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.</p>
		<p><b>Fair degree of fluency</b> with some pauses to 'think'. Conscientious 'learner', who (still) lacks practice and pace and relies on extensively prepared material in order to maintain fluency.</p>
		<p>Maintains <b>acceptable flow of information</b> 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.</p>
6/5	4/3	<p><b>Little spontaneity</b> or <b>natural interaction</b> 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.</p>
		<p><b>Fluency limited</b> through lack of understanding, limited range of lexis and idiom; imperfect recall of memorised answers.</p>
		<p><b>Acceptable flow of information</b> but largely without substance, May attempt to draw some comparisons, sometimes inappropriately. Some repetition of 'learned' key statements without genuine argument /understanding.</p>
4/3	2/1	<p><b>No spontaneity.</b> Able to operate interactively in <b>undemanding everyday situations only.</b> 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.</p>
		<p><b>Lacks fluency.</b> Pronounced hesitations, patchy. Short standard responses may generate semblance of fluency, examiner may have to resolve embarrassing silences.</p>
		<p><b>Limited flow of information.</b> May only present one or two unrelated aspects of issue under discussion or in stimulus material.</p>

2/1

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 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.

N.B. These marks will be weighted for AS general conversation by the factor of 2:

A mark out of 10 will be awarded for each topic card  $10 + 10 = 20$

AS:  $20 \times 2 = 40$  Listening/understanding (+10 pronunciation) =50 AO1

## Accuracy (AO3)

AS	A2
	<b>5</b> Excellent command of grammar and syntax. Consistently correct use of tenses, despite a few errors, some corrected. High degree of accuracy.
5	<b>4</b> 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	<b>3</b> 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	<b>2</b> A degree of accuracy is evident in brief factual statements only, except in prelearned responses where accuracy is sound. High incidence of elementary errors. Few, if any compound tenses.
2	<b>1</b> 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	<b>0</b> 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><b>5</b> 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><b>4</b> 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><b>3</b> 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><b>2</b> 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><b>1</b> 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><b>0</b> 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
	<p><b>10/9</b> 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.</p>
	<p><b>8/7</b> 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.</p>
	<p><b>6/5</b> 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.</p>
	<p><b>4/3</b> 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.</p>
	<p><b>2/1</b> 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.</p>
	<p><b>0</b> No evidence of correct pronunciation and Intonation. Frequently unintelligible.</p>



## GN2 SUMMER 2012

### MARK SCHEME

#### Aufgabe 1

[8]

- |   |  |
|---|--|
| 1. wie <u>sie ihr</u> Abi feiern sollen (plural!)                                 | 4. (Er denkt), es ist sehr teuer.            |
| 2. (Natalie will) viele/mehrere Dinge/<br>Feiern/ Events ( <i>any two items</i> ) | 5. (als Geschenk) <b>von</b> den Eltern      |
| 3. (Sie haben) keine Zeit/ müssen für<br><u>ihre</u> /die Prüfungen lernen.       | 6. Make-up, Ballkleid ... ( <i>any two</i> ) |

#### Aufgabe 2

[5]

kann, *konnte* (*must be same tense as no.4*)  
einfache  
den

meint, *meinte* (*must be same tense as no. 1*)  
amerikanischen

#### Aufgabe 3, Teil 1

[10]

- |                        |                |
|------------------------|----------------|
| 1. verdienen           | 6. Respekt     |
| 2. auch                | 7. nie         |
| 3. verantwortungsvolle | 8. überreden   |
| 4. finden              | 9. fantastisch |
| 5. kommen              | 10. Fahrgast   |

#### Aufgabe 3, Teil 2

[7]

Richtig: a b f g  
Falsch: c d e

#### Aufgabe 3, Teil 3

[7]

- 1) He has been a couchsurfer for 6 years/ has visited countries all over the world with the couchsurfing scheme, has had a lot of guests.
- 2) There are (more than) 6000 couchsurfers /couches in Munich.
- 3) (Info on your) hobbies and (knowledge of) languages (NOT sing).
- 4) People who need their own space/privacy, private people, people who behave badly.
- 5) From all over the world, from England, UK, GB (NOT Europe).
- 6) That you can spend the whole night discussing /talking to a guest.
- 7) He goes out with his guests (in the evenings)/is still a couchsurfer while people with bad reviews are not allowed to carry on.

#### Aufgabe 4

[10]

Two marks if completely correct with no w.o. errors.

One mark if only the position of the verb, subject and predicative complement is correct.

...kann sie (problemlos) ihr Studium problemlos finanzieren.

...kontrolliert sie immer alle Fahrkarten.

...wollen sie (nicht) die Strafe nicht bezahlen.

...ruft die Kontrolleurin die Polizei an.

...regelmäßig mit ihrem kostenlosen Semesterticket (regelmäßig) zur Uni.

#### Aufgabe 5, Teil 1

[10+6]

The young women (*not: girls*) **are** (currently) interrailing/travelling across/through (*NOT: straight through*) Europe by Interrail.

You fill in/write/create a short profile on a website/internet site.

This couchsurfing is often the beginning of a genuine/real/great/close friendship!

Alex has never had any bad experiences (*tense needs to be correct*).

I choose/select my guests carefully. (Idea of selection must be expressed. Hence:

*I search for/research (✗) my guests carefully (✓) only 1).*

#### Aufgabe 5, Teil 2

Assessed globally for transfer of meaning. Ignore minor blemishes as long as meaning is conveyed accurately.

Sample translation:

A few weeks ago a young female Goth wanted to visit me. || Her profile picture showed her (lying) in a coffin. || I did not like that at all, says Alex. || The profile on the internet can also provide valuable information: || You can read what other couchsurfers have written about their guests or hosts. || People who behave in an unacceptable way are no longer allowed to take part in couchsurfing.

#### Aufgabe 6

[35]

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) (multiplied by 2 for total out of 20)

- 10-9** Full, direct response, clearly structured, systematic and coherent, showing intelligence, judgement/knowledge/imagination.
- 8-7** Most of the above characteristics, but lacks flair/imagination. Able to focus on central aspects under discussion and respond appropriately, but not exhaustively. Argument well presented/shaped/supported; little or no obliqueness.
- 6-5** Some sense of shape and direction, but lacks focus on central theme(s); some originality/independence of thought, but also deviation/triviality; tends to supplement pre-learned information which is not directly related to the given context.
- 4-3** Fair degree of misunderstanding/misinterpretation of materials and/or questions. Little of substance, some second-hand ideas, but lacks overall organisation. Confused remarks/statements, meaning unclear.
- 2-1** Little or no indication that the scope of the task has been understood. Rambling, disjointed, leading nowhere; information presented for no apparent purpose; narrow in scope; prone to irrelevance.
- 0** Nothing of value presented, responses/statements out of context. Appears to have no connection with the task at hand.

### 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.

## GN2 SUMMER 2012

### TAPESCRIPT

#### Aufgabe 1

*Georg und Natalie sprechen darüber, wie sie ihre Abiturfeier „Abi 2012“ organisieren sollen.*

#### Die Abi-Feier

- Georg Hast du eigentlich mal überlegt, wie wir unser Abi feiern sollen?
- Natalie Natürlich: mit einem Fest *vor* dem Abi, mit Abi-T-Shirts, dann gibt es den Abi-Ball, das Abi-Buch und dann die Abi-Reise.
- Georg Ist das nicht alles ein bißchen viel? *Ein* großes Fest ist doch genug!
- Natalie Aber Georg, du weißt überhaupt nicht, wie man heute richtig feiert. Nach so vielen Jahren in der Schule ist *ein* einfaches Fest doch nicht genug.
- Georg So. Und wer soll das alles organisieren? Wir haben doch so schon keine Zeit, weil wir für unsere Prüfungen lernen müssen!
- Natalie Na, dafür gibt es heute doch ein Event Management, eine Firma, die alles für uns macht. *Sie* arbeiten und wir feiern! Das ist dann alles sehr professionell und gut organisiert.
- Georg *Event Management!* Das ist doch bestimmt sehr teuer!
- Natalie Na ja, ein paar Euro kostet es schon. Aber man macht doch nur einmal im Leben Abitur! Wir müssen maximal 150 Euro bezahlen. Unsere Eltern wollen uns doch vielleicht etwas zum Abitur schenken, dann können sie uns ja das Geld geben!
- Georg Das ist doch total verrückt! So viel Geld geb' ich dafür nicht aus. Was hast du denn gegen ein Fest, das wir selbst organisieren?
- Natalie Das ist einfach nicht mehr modern! Für die 150 Euro wird man in einer Limousine zum Make-up gefahren. Dann gibt es den Ball mit einer Bar, es gibt ein fantastisches Essen, ich kann endlich mal mein neues Ballkleid tragen, und man...
- Georg Das ist mir alles viel zu doof. Wir sind doch nicht in Amerika, wo die Schüler ihren High-School-Prom haben. Wir sind hier in Deutschland, und wir sind Schüler und keine Stars.
- Natalie Wir haben unser Abi, und wir sind die Abistars!

#### Ende des Hörtexts

## GN4 SUMMER 2012 - LISTENING READING AND WRITING

### MARK SCHEME

#### Aufgabe 1

[6]

- 1 Learning /speaking /knowing / to learn.../ if you speak more languages.  
(NOT ...[a] different language[s]).  
ACCEPT also: The more languages you speak.  
NOTE: If the answer comprises conditional 'if' clause and main clause, the latter must contain idea of 'better human being'. Anything else (e.g. *befriend / get to know more people*) loses the mark.  
REJECT direct translation of the proverb (i.e. *The more languages you speak...*) (1)
- 2 (Promoting) a multi- (NOT bi-) lingual Europe /European society/community /promoting /advancing /developing the economy. (NOT economy without qualifying verb.) /Prioritise modern language teaching. (1)
- 3 Find a job more easily/ (prospect /chance of) international career / more / bigger /greater responsibility (2 of 3) (2)
- 4 Europe growing closer together /becoming more unified/ globalisation (of markets) (2)
- 5 Tolerancece (Engl. spelling only!) / mutual/better understanding (1)

#### Aufgabe 2

##### Teil 1

[8]

- |                  |            |             |            |
|------------------|------------|-------------|------------|
| 1. Atomreaktoren | 3. neuen   | 5. Mongolei | 7. ärmsten |
| 2. Atompolitik   | 4. genutzt | 6. Presse   | 8. Sonne   |

##### Teil 2

[4]

Falsch: 3, 4, 6, 8

##### Teil 3

[4]

1. Man muß ihn (ver)ändern/verbessern.
2. Es /man muss mehr Sonnenkraftwerke bauen/ indem es/man mehr.../mit mehr...
3. Sie deckt/ produziert nur wenig/1,1 % der Energie(versorgung). /Es ist/sind nur...
4. Wegen der Katastrophe in Japan /weil es...gab

##### Teil 4

[6]

- 1 Doubling of /more solar energy plants /installations/ panels... / (by 2015) (1)
- 2 Modernise/ extend electricity network/ (national) grid/ will be modernised by 2015 (1)
- 3 Following/ because of/ as a result of (Japan's) the nuclear disaster. (Must refer to /imply Fukushima, (NOT *general* statement, e.g. 'because of an explosion [=anywhere]) (1)
- 4 Towns & villages flooded / (many) people displaced/homeless / loss of habitat. (2)
- 5 Because it is very sunny /windy. (1)

### Aufgabe 3

[15 AO2 + AO3]

**Translation**, divided into sections to facilitate awarding marks for conveying the *meaning* of these 15 items correctly, as required by the Regulator. The resulting sections *cannot always* be grammatically correct, as indicated in #12 and #13. Grammar, as always, to be assessed globally as per marking scheme.

1. „Dem Wind und der Sonne nachjagen“, das ist das Motto,
2. das eine der ärmeren /ärmsten Regionen Chinas gewählt hat.
3. Ihre einzigen natürlichen Ressourcen sind Sonne und Wind.
4. Riesige Solar- und Windparks produzieren
5. (genau) so viel Energie wie fünf Atomkraftwerke.
6. Es ist charakteristisch für / ein Symbol? / zeigt
7. eine völlige/ totale (Ver)änderung/ Wende /Umkehr
8. in Chinas Energiepolitik.
9. Das Atomprogramm ist /wurde auf Eis gelegt.
10. nach dem /infolge des Atomdesasters in Japan vor einem Jahr.
11. Es gibt nur ein Problem:
12. Chinas Stromnetz kann [>13<] nicht befördern /transportieren
13. die elektrische Energie in alle Teile des Landes.
14. Jedes dritte Windrad dreht sich zwecklos/nutzlos/vergeblich.
15. Das soll sich ändern.

Tick where the meaning has been conveyed accurately (irrespective of linguistic errors, unless they render the meaning unclear)

(AO3 assessed according to the general markscheme)

### Aufgabe 4 A+B+C

[45]

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.

## GN4 SUMMER 2012 - LISTENING READING AND WRITING

### TAPE SCRIPT

#### Aufgabe 1

#### Hörtext

"Je mehr Sprachen du sprichst, desto mehr bist du Mensch", sagt eine slowakische Redewendung. Mit diesem Sprichwort will die EU-Kommission die Bürger der EU für Mehrsprachigkeit motivieren. Langfristig will sie eine mehrsprachige Gesellschaft und die Wirtschaft in Europa fördern. Besonders in den Schulen und in der Weiterbildung soll das Erlernen von Fremdsprachen Priorität erhalten.

Im Ausland lernen, eine Berufsausbildung oder ein Praktikum machen oder forschen verbessert die eigenen Berufsaussichten. Eine kürzlich veröffentlichte Studie beweist: Junge Menschen, die im Ausland gelernt haben, finden oft leichter einen Arbeitsplatz, machen häufiger eine internationale Karriere oder haben größere Verantwortung im Beruf. Die Mobilität der Menschen in Europa wird immer wichtiger, weil Europa immer stärker zusammen wächst, und auch wegen der Globalisierung der Märkte.

Durch den Europäischen Tag der Sprachen soll die Öffentlichkeit den Wert des Sprachenlernens erkennen. Der Tag bringt zum Ausdruck, dass die sprachliche Vielfalt ein Vorteil für Europa ist, und macht deutlich, dass das Sprachenlernen auch zu mehr Toleranz und gegenseitigem Verständnis führen kann

#### Ende des Hörtexts



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