



GCE MARKING SCHEME

**GERMAN
AS/Advanced**

JANUARY 2012

INTRODUCTION

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

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GN2 MARKSCHEME

Aufgabe 1

[8]

- | | | | |
|-----|--|-----|---|
| (1) | was sie nach dem Abi machen will/ <u>ihre</u>
Zukunftspläne | (5) | Es gibt Arme in beiden
Ländern/auch in D./Man kann auch
in D. erwachsen werden. |
| (2) | Schulstreß, gleiche Routine | (6) | sich treffen über Erfahrungen
sprechen. |
| (3) | etwas Anderes machen, beim Bau
einer Schule helfen, etwas
Praktisches/Sinnvolles machen, ins
Ausland fahren | | |
| (4) | Erfahrung hilft ihr, erwachsen zu
werden, sich selbst zu finden | | |

Aufgabe 2

[5]

unterschiedliche
beginnen
kritisiert

gehabt
wird/werde/würde

Aufgabe 3, Teil 1

[10]

- | | | | |
|----|----------------------------|-----|----------------------|
| 1. | schon | 6. | Erfolg |
| 2. | lernen | 7. | zu tun/arbeiten |
| 3. | amüsieren/(NOT entspannen) | 8. | arbeiten/investieren |
| 4. | kochen | 9. | entspannen |
| 5. | gekauft | 10. | Beruf |

Aufgabe 3, Teil 2

[14]

Richtig: *a d f g i k l n*
Falsch: *b c e h j m*

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.

...soll die Schüler optimistisch machen.
...hat er eine ganz fantastische Mahlzeit für sie gekocht /... für sie eine ganz...
...um eine attraktive Zeitung zu produzieren.
...ist die Zeitung für die Schüler wichtiger als Hausaufgaben /... wichtiger als HA für / ist
für die Schüler die Zeitung wichtiger...
...wollen sie zuerst in der Welt herumreisen.

Aufgabe 5 (ACCEPT past tense – more 'natural' in English)

[10+6]

They / You have to pay their host a small sum / amount. (Idea of 'host' must be expressed)

Then they have to tick / choose/cross/mark (NOT cross off, decide, say) what they like eating / to eat.

When / As Christoph took/takes the first bite of his meat he began / begins to panic.

Rarely / only sometimes does somebody offer spaghetti with tomato sauce.

After the meal (NOT: food) Christoph opens / opened / brings / brought out a second bottle of wine.

Before they go / went || Ingo and Ines thank(ed) Christoph for a nice evening. || Christoph thinks / thought that he also enjoyed the evening (NOT night) very much (REJECT very fun), || although / but that it was quite hard work. || He had to (NOT must) go shopping, prepare the meal and do the washing-up as well. || Next time he would rather be a guest than a cook / prefer to be a guest rather than/ instead of a/the cook/ prefer being a guest to being a cook ||

Aufgabe 6

[35]

Assessment according to General Markscheme

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 TAPESCRIPT

Aufgabe 1

Sonja und Thomas unterhalten sich über ihre Pläne nach dem Abitur

Nach dem Abi

Thomas Weißt du schon, was du nach dem Abitur machen willst?

Sonja Jetzt fragst du auch noch. Ich will nach dem Abi erstmal ins Ausland.

Thomas Das ist doch absolute Zeitverschwendung. Ich will so schnell wie möglich studieren und dann einen vernünftigen Job suchen. Dann kann ich immer noch ins Ausland fahren.

Sonja Nach 12 Jahren Schulstress und immer der gleichen Routine will ich endlich etwas Anderes machen. Ich werde vielleicht beim Bau einer Schule in Indien mithelfen. Das ist endlich mal eine praktische und sinnvolle Tätigkeit.

Thomas Ja, ich weiß, du willst die Welt verbessern. Du allein kannst da eigentlich nichts erreichen.

Sonja Man muß aber irgendwo anfangen. Uns geht es hier gut. Es geht aber vielen Leuten im Ausland sehr schlecht. Ich glaube auch, dass mir die Erfahrung helfen wird, erwachsen zu werden und mich selbst zu finden.

Thomas Das ist ja alles ganz interessant, aber ich kann auch erwachsen werden, wenn ich allein in einem Studienort wohne und ein völlig neues Leben anfangen. Da muß ich nicht ans Ende der Welt fahren. Arme Leute gibt es übrigens auch hier.

Sonja Da hast du recht. Du sollst ja gar nicht ins Ausland fahren. Du kannst ja so schnell wie möglich studieren, aber kritisiere mich nicht. Vielleicht sollten wir uns einfach in einem Jahr wieder treffen und über unsere Erfahrungen sprechen.

Thomas Das ist eine Superidee. Ich weiß jetzt schon, dass es richtig ist, sofort mit dem Studium zu beginnen. Auf jeden Fall werde ich einmal mehr Geld verdienen als du, weil ich realistischer bin.

Sonja Du weißt ja immer alles besser.

Ende des Hörtexts



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