



GCE MARKING SCHEME

**GERMAN
AS/Advanced**

JANUARY 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the January 2013 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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GCE GERMAN – GN2

MARK SCHEME

JANUARY 2013

Aufgabe 1

[8]

- | | |
|--|--|
| (1) Sie hat kein Geld, ihr Job ist stressig. | (5) Er freut sich, er fühlt sich gut / glücklich |
| (2) Sie soll sich einen anderen Job suchen / sie soll Büchersucherin werden. | (6) Er soll ein Buch für sie finden /dass er ein Buch für sie findet |
| (3) Er muß <u>Bücher</u> suchen / finden | (7) Sie will ihn zum Essen <u>einladen</u> . |
| (4) <u>Er findet</u> das normal. | |

Aufgabe 2

[5]

anstrengenden
interessiert
Studenten

Trifft / traf
Ist / war

Aufgabe 3, Teil 1

[10]

- | | |
|---------------|-------------------------|
| 1 verbringen | 6 gemütlichen / grossen |
| 2 Strohbett | 7 großen / immer / auch |
| 3 immer, auch | 8 Sprachen |
| 4 selten | 9 freuen |
| 5 gemeinsam | 10 schöne |

Aufgabe 3, Teil 2

[7]

Richtig: b c e
Falsch: a d f g

Aufgabe 3, Teil 3

[7]

- | | |
|--|--|
| (1) They prepared / cooked a meal together with Tim Mälzer / they had a lesson with TM | (5) She was <u>surprised</u> how good it tasted. |
| (2) How good / tasty healthy food can be / how good healthy food can be | (6) They should be left /be given the chance to prepare their own meal /by cooking on their own. |
| (3) They enjoyed it / thought it was fun. | (7) Students will lose the fun element. |
| (4) He can see himself as a chef / he doesn't like the working hours. | |

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.

...finden Alex und Steffen wirklich lustig.

...gibt es jetzt die Organisation *Schlaf im Stroh*.

...einen Platz kann man einfach online oder telefonisch buchen.

...bleiben die Gäste abends lieber auf dem Bauernhof.

...finden sie in ihren Schlafsäcken noch Stroh.

Aufgabe 5, Teil 1

[10]

They intend to finance a further /another ten kitchens per year.

Some schools developed their own initiative/ have shown a lot of initiative.

In his opinion it does not matter whether you are rich or poor when you cook.

The atmosphere in the classroom had become much calmer.

The European School in Bornheim is also part of the project.

Aufgabe 5, Teil 2

[6]

A school in Bremen invited the TV cook Tim Mälzer || to run a concentration and performance project with the students. || He also helped them to change their diets. || The students took their meals together and, in doing so, got to know one another better. || Mälzer believes that cooking together || also improves the contact among students. ||

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.

GCE GERMAN – GN2

TAPESCRIPT

JANUARY 2013

Aufgabe 1

Wo ist eigentlich dieses Buch?

- Martin Hallo Anja, wie geht's?
- Anja Mir geht es im Moment gar nicht gut. Ich habe wie immer kein Geld, und mein Job als Kellnerin ist mir viel zu stressig.
- Martin Du brauchst einfach einen anderen Job. Bei uns in der Uni-Bibliothek ist ein Job frei.
- Anja Ach, wirklich? Wie viel verdient man denn da pro Stunde, und was muss man machen?
- Martin Du musst suchen, und du bekommst 9 Euro pro Stunde.
- Anja Suchen? Das mache ich jeden Tag zu Hause. Was hat das denn mit einer Bibliothek zu tun?
- Martin In unserer Bibliothek gibt es 2 Millionen Bücher und ich finde es ganz normal, dass man nicht immer alle Bücher finden kann. Ich arbeite 10 Stunden in der Woche als Büchersucher. Ich bekomme eine Liste von fehlenden Büchern, gehe durch die Bibliothek und freue mich immer total, wenn ich ein Buch finde.
- Anja Ich glaube, einige Studenten wollen die Bücher alleine benutzen und sie stellen sie dort hin, wo nur sie sie finden können.
- Martin Das stimmt. Besonders zur Prüfungszeit machen sie das.
- Anja Reagieren die Studenten denn nicht aggressiv, wenn du herausfindest, wo sie die Bücher versteckt haben?
- Martin Nein, eigentlich nicht. Manchmal fragen mich Studenten sogar, ob ich ihnen helfen kann, ein bestimmtes Buch zu finden.
- Anja Ist das denn profitabel für die Uni, Büchersucher zu bezahlen?
- Martin Wahrscheinlich schon. Ich finde ungefähr 250 Bücher im Monat. Ein Uni-Buch kostet ungefähr 30 Euro, also sparen sie eine Menge Geld, auch wenn sie mir 9 Euro pro Stunde bezahlen.
- Anja Das hört sich gut an. Das mache ich. Suchen kann einfach nicht so stressig sein wie die Arbeit im Café. Vielen Dank für deine Hilfe! Wenn ich dann so viel Geld verdiene, gehen wir mal zusammen essen, und ich bezahle.

Ende des Hörtexts



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