

# A-LEVEL GERMAN

Unit 1 – Listening, Reading and Writing  
Mark scheme

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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](http://aqa.org.uk)

The assessment objectives will be allocated in the following way:

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

The marks will be allocated in the following way:

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
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 candidates 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 candidate 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	Marks	Notes
1 (a)	healthy / fit (1)  (better) concentration (1)  reduced / less stress(ful) (1)  <b>brain</b> works better (1)	3 from 4	Reject: healthy mind [mistranslation of körperlich]  Reject: gets rid of / loses / takes away / removes [mistranslation of abnehmen]

	Accept	Mark	Notes
1 (b)	<b>almost / nearly</b> a third Tolerate approx. percentages e.g. 30%	1	Reject: about a third

	Accept	Mark	Notes
1 (c)	four-fifths / 80% / four out of five / 4/5 Tolerate: four from five	1	Reject: 4-5

	Accept	Mark	Notes
1 (d)	(watch) tv / the box	1	Reject: (computer) screen

	Accept	Marks	Notes
1 (e)	Increase (number of) / more sports / PE <b>lessons</b> / sport in the curriculum. Tolerate: hours (1) Improve quality (of sports teaching/lessons). (1) Encourage non-sporty / not- so-sporty students. (1)	4	Reject: improve  Reject: make lessons more interesting / less repetitive  Reject: involve

	<p>Work together with (sports) <b>clubs</b> / benefit from <b>club facilities</b>.</p> <p>Tolerate: organisations / societies (1)</p>		<p>[mistranslation of fördern]</p> <p>Reject: sports centres / people</p>
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	Accept	Marks	Notes
2 (a)	E H In any order	2	

	Accept	Marks	Notes
2 (b)	B K In any order	2	

	Accept	Marks	Notes
2 (c)	D M In any order	2	

	Accept	Marks	Notes
2 (d)	A F In any order	2	

	Accept	Mark	Notes
3 (a)	A	1	

	Accept	Mark	Notes
3 (b)	C	1	

	Accept	Mark	Notes
3 (c)	B	1	

	Accept	Mark	Notes
3 (d)	A	1	

	Accept	Mark	Notes
3 (e)	C	1	

	Accept	Mark	Notes
3 (f)	B	1	

	Accept	Mark	Notes
3 (g)	B	1	

	Accept	Marks	Notes
4 (a)	Beruf / Arbeit / Job. (1) um Teil der Gesellschaft zu sein / in der Gesellschaft / gesellschaftlich. (1)	2	Reject: nicht für den Beruf Reject: Umteil [and other distortions of um Teil der]

	Accept	Mark	Notes
4 (b)	(Sie haben) ein Netbook für jedes Kind / jeden / alle (erhalten). Tolerate: nett Buch etc.	1	Reject: Jedes Kind hat ein Netbook gegeben Reject: jemand [instead of jeder]

	Accept	Marks	Notes
4 (c)	Sie haben (den Unterricht) leichter / besser <b>verstanden</b> . / Es half ihnen, (den	1	Reject: Sie haben die Netbooks leichter verstanden.

	Unterricht) zu verstehen. (1)  Sie fühlten sich / waren konzentrierter. / Sie konzentrierten (sich) / Das Netbook half mit der Konzentration.  Tolerate: konzentriert(e) (1)	1	Reject: misspellings of konzentriert without -ie-.
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	Accept	Marks	Notes
4 (d)	Die Schüler / Kinder / Jugendlichen waren motiviert(er). (1)  Das Lernen ist individuell(er) / Die Schüler arbeiten individuell(er). Tolerate: individual (1)	2	Reject: Sie waren motivierter. Reject: Die Schule Reject: misspellings of motiviert without -ie-.

	Accept	Marks	Notes
4 (e)(i)	Man musste es aufgeben. Tolerate: Es ist nicht passiert. Tolerate: present tense	1	Reject: ausgeben Reject use of active instead of passive e.g. Es musste aufgeben.

	Accept	Marks	Notes
4 (e)(ii)	<b>Die Eltern</b> wollten nicht / würden nicht / mussten (900 Euro) bezahlen. / Es war (zu) teuer <b>für die Eltern</b> . Tolerate: present tense	1	Reject: sollten

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
4 (f)	Man braucht Bücher. / Man wird Bücher brauchen. / Bücher bleiben wichtig.	1	Reject: Bücher [without verb] / Buchen / immer mehr / mehr [for immer]

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
5 (a)	g	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
5 (b)	e	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
5 (c)	b	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
5 (d)	h	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
5 (e)	f	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
5 (f)	d	1	

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
6	N F M E A D K C In this order	8	

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
7	C D F G M P In any order	6	



	Accept	Mark	Notes
8 (a)	Eine Verbindung zwischen Öko-Mode und Luxus / Öko-Mode und Luxus zusammen. (1)	1	Reject: Öko-Mode und Luxus [without zusammen] Reject gross mis-copying e.g. Verbingung
	Luxus war (in den Augen von Ökos) unnötig. (1)	1	

	Accept	Mark	Notes
8 (b)	Man fuhr / hatte einen (alten) Renault 4 / ein altes Auto / kein Luxusauto. Tolerate lifting of sentence "Man fühlte sich...".	1	Reject answers without verb.
	Man trug / hatte einen grauen / kratzigen Pullover / alte Kleidung / keine Markenkleidung.	1	

	Accept	Marks	Notes
8(c)(i)	ökologische Mode / Öko-Kleidung / Kleidung aus natürlichem Stoff	1	

	Accept	Marks	Notes
8 (c)(ii)	Die (ökologischen) Kleider waren beliebt. Tolerate lifting of sentence "Die natürlichen Kleidungsstücke gewannen an Beliebtheit".	1	Reject: Die Kunden gewannen an Beliebtheit.

	Accept	Mark	Notes
8 (d)	(Aus der) Lebensmittel(industrie). Tolerate lifting of sentence „Der Öko-Boom ... Modeindustrie.“	1	Reject: (Aus der) Lebensmittel- und Modeindustrie.

	Accept	Mark	Notes
8 (e)	Massenmarkt / billig(er)e Marken / Marken wie H&M.	1	Reject: H&M [without Marken wie]

	Accept	Mark	Notes
8 (f)	(Sie hat einen) chemiefrei(en Stoff) / (Stoff) aus Milch (entwickelt).	1	

	Accept	Marks	Notes
8 (g)	Mikrobiologie.	1	Reject: ihre beiden Interessen

	Accept	Mark	Notes
9 (a)	konnte	1	Reject all misspellings throughout Question 9.

	Accept	Mark	Notes
9 (b)	wusste / hat ... gewusst / hat ... gewußt	1	

	Accept	Mark	Notes
9 (c)	riesigen	1	

	Accept	Mark	Notes
9 (d)	passende	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
9 (e)	wird	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
9 (f)	lässt / läßt	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
9 (g)	fernsieht	1	Reject: fern sieht

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
9 (h)	technischen	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
9 (i)	zugenommen	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
9 (j)	kostete / gekostet hat	1	Reject: hat gekostet

## Mark Scheme

### 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><b>Very Good</b></p> <ul style="list-style-type: none"> <li>• Response to the task is fully relevant with a good depth of treatment</li> <li>• Well-organised structure in a logical sequence</li> <li>• Points made are well expressed and justified</li> </ul> <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>Examiners should not be afraid to give a top score if they feel that there is nothing more the student could have done to answer the question in more depth.</p>

13-16	<p><b>Good</b></p> <ul style="list-style-type: none"> <li>• Response to the task is mostly relevant with some depth of treatment</li> <li>• Structure is generally well ordered</li> <li>• Points made are mostly well expressed and justified</li> </ul> <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><b>Sufficient</b></p> <ul style="list-style-type: none"> <li>• Response to the task is generally relevant, but treatment is often superficial</li> <li>• Reasonable structure with occasional lapses</li> <li>• Points not always clearly expressed and justification is only just sufficient</li> </ul> <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><b>Limited</b></p> <ul style="list-style-type: none"> <li>• Limited response to the task with some relevant information conveyed</li> <li>• Limited evidence of structure</li> <li>• Points made sometimes difficult to understand and justification is weak</li> </ul> <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><b>Poor</b></p> <ul style="list-style-type: none"> <li>• Limited response to the task with little relevant information conveyed</li> <li>• No real structure</li> <li>• Points difficult to understand and little or no justification</li> </ul> <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) For example, in an advantage/disadvantage essay where only advantages or disadvantages are expressed, only a maximum mark of 12 for Content is allowed.
- (b) For example, 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

It should be noted that the marks awarded for each of *Range of Vocabulary*, *Range of Structures* and *Accuracy* cannot be more than one band higher than the band awarded for *Content*.



## **Additional guidance for marking**

### **Introductions and conclusions**

Candidates 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 candidate makes up a word or uses confusing target language.

### **Repetition and irrelevance**

The symbol 'rep' should be placed in the margin where a candidate repeats a point already made. The symbol 'NR' should be used if a section is not relevant to the title eg a candidate 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 candidate 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 could 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** Sollten Ihrer Meinung nach alle Schülerinnen und Schüler lernen, Musik zu machen? Warum (nicht)?

**(35 marks)**

Possible content points:

- introduction e.g. music is not a core subject in most schools
- music helps students to develop mental faculties
- music brings aesthetic pleasure
- music opens up access to other cultures
- ‘making music’ does not have to involve learning an instrument
- music can be learnt outside as well as in school
- not everyone is musical
- music tuition is expensive
- certain types of music can have a negative effect on young people
- conclusion, e.g. more emphasis should be placed on music in schools

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 avoid a direct ‘yes’ or ‘no’, e.g. by explaining that it depends on the circumstances.
- The response must be clearly focused on school age children.
- An essay which focuses on the pros and cons of listening to music, rather than making it, will be regarded as (partially) irrelevant and this will be reflected in the Content mark.
- Although students may wish to include mention of their personal experience, a response that comprises nothing more than that will score a low mark for Content.

**11** Was bedeutet Ihrer Meinung nach der Begriff „Work-Life-Balance“? Wie erreicht man ein gesundes Gleichgewicht zwischen Arbeit und Freizeit?

**(35 marks)**

Possible content points:

- introduction e.g. ‘work life balance’ is a common talking point in today’s society
- having enough time for family
- having enough time for relaxation
- having enough time for hobbies, socialising etc.
- keeping work within strict time limits
- not responding to phone calls, electronic messages etc out of hours
- situation depends on type of work, e.g. office based or involving travelling
- difficulty of reducing work due to fear of unemployment
- difficulty of reducing work due to personal financial pressures
- conclusion e.g. whether an ideal ‘work life balance’ is actually achievable

Further guidance:

- There are two parts to this question. Students must address both parts in order to score a high mark for content. However they do not need to be addressed sequentially; it is possible to embed the response to the second part within the response to the first part. Nor must the two parts be addressed in equal measure.
- Students may use one or more of the given quotations 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.
- The question focuses on the adult world of work. It is acceptable for students to draw on their own experience of balancing school or college studies with leisure, but if the entire response is based on this then the Content mark will be capped at 12.
- Students may express the opinion that it is not possible to achieve a healthy work-life balance. This is fine as long as they can justify their opinion.

**12** Ist es Ihrer Meinung nach gut, wenn mehrere Generationen zusammenleben? Warum (nicht)?

**(35 marks)**

Possible content points:

- introduction e.g. comment on trend towards smaller households
- reasons for smaller households e.g. greater social and geographical mobility
- advantage: older family members can support younger family members practically, e.g. childcare
- advantage: younger family members can support older family members practically, e.g. helping with everyday tasks
- advantage: family members can support each other emotionally
- advantage: shared accommodation costs
- disadvantage: may lead to more conflicts between family members
- disadvantage: may restrict mobility e.g. when seeking employment
- disadvantage: accommodation may not suit the needs of three or more generations
- conclusion e.g. whether larger households are ever likely to become the norm again

Further guidance:

- Although the question suggests a polarised response, it is acceptable for students to avoid a direct 'yes' or 'no', e.g. by explaining that it depends on the circumstances.
- Students may if they wish mention other ways in which different generations can help each other, without necessarily living together.
- The task does not require any reference to the student's own experience, but it is acceptable for this to be included if it supports the line of argument.
- Although some mention of different family models may be made, this task is not focused on issues of separation, recombined families, etc., and therefore an undue emphasis on these issues will be regarded as irrelevance when awarding the Content mark.

### Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)