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# AS-LEVEL

## **German**

Unit 1 Listening, Reading and Writing  
Mark scheme

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1661  
June 2015

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Version V1: Final 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>	69	110

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 students 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 student 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**

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
1 (a)	1970s / seventies	1	Reject: 1970

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
1 (b)	under 30	1	Reject: at 55
	from 55 / over 55 / after 55 / 55 and above / 55 plus	1	

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
1 (c)	<b>More than half/over 50%</b> of households/homes are single-person (households/homes).  (The trend/tendency is) increasing/rising.	1	Reject: Over 50% of people live alone. / There are over 50% of single households in Berlin.
		1	

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
1 (d)	independence / not dependent (on someone)	1	Reject: not attached  Reject: not having someone else in their life / not considering someone else
	adventure	1	
	no responsibility (for others) / not looking after someone / don't have to worry about someone else / not caring for someone else	1	

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
1 (e)	(Many are) good-looking / attractive.	1	
	(Many are) in good jobs/are professionally successful/successful at work. Tolerate: will be...	1	

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	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
2 (a)	F	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
2 (b)	F	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
2 (c)	R	1	

	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
2 (d)	NA	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
2 (e)	R	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
2 (f)	F	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
2 (g)	R	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
3 (a)	Anika	1	

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	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
3 (b)	Sven	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
3 (c)	Anika	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
3 (d)	Muhsin	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
3 (e)	Anika	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
3 (f)	Muhsin	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
3 (g)	Sven	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
3 (h)	Muhsin	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
4 (a)	(Sie können) Farben / Formen erkennen / lernen.	1	

	Accept	Mark	Notes
4 (b)	Probleme mit / Nachteile bei Sprache(ntwicklung).	1	
	(Probleme mit) Aufmerksamkeit.	1	

	Accept	Mark	Notes
4 (c)	Phantasie und Realität trennen. / Sie können nicht Phantasie und Realität trennen. / Sie wissen nicht, was der Unterschied ... ist. Tolerate: Fantasy	1	Reject: Sie können Phantasie und Realität trennen.  Reject invented verbs e.g. treinen, ertrennen.  Reject answers with inappropriate additions e.g. mangled versions of zuverlässig.

	Accept	Marks	Notes
4 (d)	(Kinder) nie/nicht <b>ohne Aufsicht</b> fernsehen <b>lassen</b> / zusammen mit den Kindern fernsehen. Tolerate use of dürfen instead of lassen. Gewalt(szenen) <b>vermeiden</b> .	1	
		1	

	Accept	Marks	Notes
4 (e)	Es fehlt Kindern an Bewegung. Tolerate omission of an. / Sie bewegen sich nicht/weniger. / Sie sitzen stundenlang/lange.  Sie essen <b>ungesund/ schlecht</b> (beim Fernsehen).	1	Reject: fällt / fühlt / wählt Reject: Unbewegung
		1	

	Accept	Marks	Notes
4 (f)	(Sie präsentiert) <b>interessante</b> Themen / Nachrichten	1	Reject wrong verbs for präsentieren e.g. schauen.
	in verständlicher/einfacher Form / die leicht zu verstehen sind.  Award 2 marks for: interessante, verständliche Themen	1	

	Accept	Mark	Notes
5 (a)	Leyla	1	

	Accept	Mark	Notes
5 (b)	Fabian	1	

	Accept	Mark	Notes
5 (c)	Leyla	1	

	Accept	Mark	Notes
5 (d)	Maximilian	1	

	Accept	Mark	Notes
5 (e)	Clara	1	

	Accept	Mark	Notes
5 (f)	Maximilian	1	

	Accept	Marks	Notes
6	DEOFKAB	7	<u>In this order</u>



	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
7	B C E F N O R	7	In any order

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
8 (a)(i)	In (großen) Unternehmen/ Firmen.	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
8 (a)(ii)	(Um komplizierte) Rechenoperationen (auszuführen) / als Rechenmaschinen / als Rechner. Tolerate: Rechnung(en).	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
8 (b)	Er war bezahlbar / billig / nicht teuer / preisgünstig. / Sie konnten es sich leisten.	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
8 (c)	Programme schreiben.	1	

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
8 (d)	Einen Flachbildschirm/ Computer.	1	Reject: Flasch...
	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
8 (e)	(Um) Pläne / Zeichnungen (zu machen). / Zum Planen und Zeichnen.	1	

	Accept	Mark	Notes
8 (f)	In (vielen) Fabriken.	1	Reject: in Produktionsprozessen (without mention of Fabriken).

	Accept	Marks	Notes
8 (g)	(Er/man liest/schreibt/schickt/checkt) E-mails.	1	Reject: Man betrachtet Emails. Reject: Man liest Emails von gestern.
	(Er/man geht auf) ein soziales Netzwerk. Tolerate: Facebook.	1	

	Accept	Mark	Notes
8 (h)	Der Computer. Tolerate copying out of whole sentence Die Behauptung ... gar nicht falsch.	1	

	Accept	Mark	Notes
9 (a)	sinken	1	

	Accept	Mark	Notes
9 (b)	begann / hat ... begonnen	1	

	Accept	Mark	Notes
9 (c)	eigenen / eignen	1	

	Accept	Mark	Notes
9 (d)	großen	1	Reject: grossen

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	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
9 (e)	muss / müsste Tolerate: muß / müßte	1	

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

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
9 (g)	einlädt / eingeladen hat	1	

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

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

	<b>Accept</b>	<b>Mark</b>	<b>Notes</b>
9 (j)	hätten	1	

**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.

**Marking guidance**

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

**Step 1 Determine a level**

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level.

**Step 2 Determine a mark**

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. The standardising materials will include example responses that have been marked by the Lead Examiner. You can compare live answers with these examples to determine if they are the same standard, better or worse, before awarding an appropriate mark for each live answer.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

While the mark scheme includes some suggested content points, there is no expectation that students will make these specific points. Examiners must reward what they read on the basis of the generic mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**CONTENT**

<b>Marks</b>	<b>Criteria</b>
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>Do not be afraid to give a top score if you 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) In an advantage/disadvantage essay where only advantages or disadvantages are expressed, only a maximum mark of 12 for Content is allowed.
- (b) 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**

<b>Marks</b>	<b>Criteria</b>
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**

<b>Marks</b>	<b>Criteria</b>
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**

<b>Marks</b>	<b>Criteria</b>
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

The marks awarded for each of Range of Vocabulary, Range of Structures and Accuracy are not limited by the mark awarded for Content. The essay is assessed for Quality of Language independently of the Content mark unless the Content mark is 0, in which case the mark in the other three categories will also be 0.

## **Additional guidance for marking**

### **Introductions and conclusions**

Students 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 students makes up a word or uses confusing target language.

### **Repetition and irrelevance**

The symbol 'rep' should be placed in the margin where a student repeats a point already made. The symbol 'NR' should be used if a section is not relevant to the title eg a student 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 student 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 good 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** „Werbung ist gut. Werbespots sind oft lustig und machen die Welt bunter. Außerdem schafft Werbung Arbeitsplätze.“ Inwiefern sind Sie dieser Meinung?

**(35 marks)**

Possible content points:

- introduction e.g. amplification of idea that advertising is everywhere
- advertising informs consumers
- advertising can be entertaining
- advertising may bring down the cost of products if sales increase
- not all advertising is for commercial purposes, e.g. public safety campaigns
- advertising may be misleading
- advertising may tempt people to buy things they don't need / cannot afford
- advertising costs producers money that could be used for other purposes
- whether the advantages outweigh the disadvantages
- final comment e.g. advertising will remain important

Further guidance:

- Students may if they wish include examples of actual advertisements. Such examples do not have to come from the German-speaking world.
- Irrelevance such as lengthy comparisons between different advertising media will be taken into account when awarding the Content mark.

**11** Warum treiben Jugendliche weniger Sport als früher? Wie kann man Jugendliche zum Sport motivieren?

**(35 marks)**

Possible content points:

- introduction e.g. amplification of idea that sport is less popular among young people
- sport loses out to other activities e.g. computer games
- young people prefer other types of physical activity e.g. going to the gym
- sport is not prioritised in school
- sports facilities may be poor
- people have less time for sport because of exam pressures
- could allocate more time to sport in school
- could improve sports facilities
- could provide or increase public funding for sports clubs
- conclusion e.g. if everyone does more sport we will have a healthier, happier society

Further guidance:

- There are two parts to this question. Students must address both parts in order to score more than 12 for Content. However the two parts 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.
- 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.
- 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.
- Irrelevance such as a lengthy section describing the consequences of a sedentary lifestyle will be taken into account when awarding the Content mark.

**12** Was ist wichtiger: viele gute Freunde oder eine feste Partnerin / ein fester Partner? Erklären Sie Ihre Meinung.

**(35 marks)**

Possible content points:

- introduction e.g. love and friendship are sometimes confused
- love – exclusive relationship
- love – devotion to another person
- love – deep enough to overcome disagreements etc.
- friendship – can be deep but is not exclusive
- friendship – often based on shared interests etc.
- friendship may develop into love or vice versa
- whether it is possible to combine love and friendship
- how it is possible to combine love and friendship
- pitfalls of trying to combine love and friendship

Further guidance:

- 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 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.

### **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)