

German

Advanced Subsidiary GCE

Unit: **F712:** Listening, Reading and Writing 1

Mark Scheme for January 2012

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Large dot (Key point attempted)
	Caret sign to show omission
	Unclear
	Highlight
	Good language
	Slash
	Language better than mark implies
	Language not as good as mark implies
	Benefit of doubt
	Benefit of doubt not given
	Minus 1 (to show deduction of one mark)

Abbreviations Meaning

- / Alternative and acceptable answers for the same marking point
- () Words which are not essential to gain the mark
- Underlined words must be included to gain the mark

Section A: Listening and Writing

Task 1:

Question		Answer	Marks	Guidance
1	(a)	A	1	Multi-choice Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
	(b)	B	1	
	(c)	A	1	
	(d)	A	1	
	(e)	B	1	
	(f)	B	1	
	(g)	C	1	
	(h)	C	1	
	(i)	C	1	
	(j)	A	1	
Total			10	

Task 2

Question		Answer	Marks	Guidance
2	(a)	Übernachtungen	1	Gap-fill The elements are scanned by the page. Use ticks for correct sentences. Insert mark out of 10.
	(b)	Gegend	1	
	(c)	Flugzeug	1	
	(d)	Busfahrt	1	
	(e)	Bahnfahrt	1	
	(f)	Kreuzfahrt	1	
	(g)	Andenken	1	
	(h)	Gewohnheiten	1	
	(i)	Tiere	1	
	(j)	Skiurlaub	1	
		Total	10	

Task 3

Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary, just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in German get no marks.
- Ignore spelling mistakes in English as long as the answer is clearly recognisable and unambiguous.

Question		Answer	Marks	Guidance	
				Accept	Do not accept
3	(a)	She organises it	1		Chairperson of the organisation Works for the organisation
	(b)	1986	1		
	(c)	Has the most popular marathon (in Germany) / The Hamburg Marathon is second in popularity to Berlin's	1		
	(d)	20 000 runners Runners come from all over the world	1 1		From other countries
	(e)	That only a quarter are female	1		
	(f)	(i) a shorter route	1		
		(ii) wheelchair marathon	1		
	(g)	(i) To break records	1		
		(ii) As a physical challenge	1		
		(iii) (To collect money) for charity	1		
	(h)	That running a marathon is bad for your health	1		
	(i)	Lowers risk of heart attacks by half	1 1		
	(j)	Running is not her strong point / She can only organise	1		
		Total	15		

Task 4 10 marks for Communication (Grid H1), 10 marks for Quality of Language (QoL)**Task Specific Guidance**

- The candidate response will be scanned in twice. The marks for Communication are awarded the first time. The second image is for you to assess the QoL.
- **Communication:** This is a transfer of meaning exercise, not a word-for-word translation, so there may be several ways of putting the points across. Key elements of the points are underlined in the mark scheme. For communication / content, assess as a “sympathetic native speaker / sympathetic examiner” and give credit accordingly.

Annotations:

- In the body of text, use a tick (✓) to show that a point has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (^).
- Use BOD with the tick (**BOD** ✓), if you had some doubt about awarding the point but decided to in the end.
- Use **NBOD** if you considered awarding the point but decided not to in the end.
- If a full point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use a cross (×), either in the margin or in the body of text.
- Use a cross (**X**) when a word in the response invalidates an otherwise acceptable answer.
- The annotations will give a global impression to help you apply Grid H.1 accurately and consistently.
- Grid H.1: The ticks will show the number of points successfully conveyed. These will normally correspond with the marks you award. If you have used **BOD** or **NBOD** you may adjust the marks up or down.

Task 4: Communication points

Question		Answer	Marks	Guidance	
				Accept	Do not accept
1		My friend and I are members of a sports club	1	in a sports club Sportgruppe Meine Freunde	Sportzentrum
2		and we would like to run in the Hamburg Marathon next year.	1	Ihr / ihr Marathon	
3		We have (already) done the junior marathon in London	1	Kinder	
4		but we will (both) be 18 next April.	1	Some indication of future: either future tense or next	
5		What is the best way to apply?	1	Registrieren	
6		We hope it is not (already) too late.	1	Do you still have places free?	
7		What does it cost to take part?	1		Was kostet es? tc
8		Do you also organise accommodation for runners?	1		
9		If we want to collect money for charity	1		
10		must we inform you in advance?	1		
Total			10		

GRID H.1	COMMUNICATION 10 marks AO2
9-10	Most or all of the information successfully conveyed.
7-8	Three quarters of the points conveyed.
5-6	Half of the information successfully conveyed.
3-4	Only a quarter of the points conveyed.
0-2	Very little or no information conveyed.

QoL: Read response again and assess for language.

- **Annotations:** you may use the red slash (/) or the underlining tool (→) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. At AS level, one year beyond GCSE, the only complexity of language that is expected is that required by the task. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Section B: Reading and Writing

Task 5

Question			Answer	Marks	Guidance
			(a)	1	Identifying correct sentences This entire task is scanned in. Use ticks for correct answers. If the candidate has put more than 5 ticks add up the total number of correct marks and deduct 1 mark for each tick over 5. Identifying words Use ticks for correct answers. Do not allow extra words (INV rather HA)
			(b)	1	
			(e)	1	
			(h)	1	
			(j)	1	
			Mülltonnen	1	
			Wechselwäsche	1	
			Mitfahrgelegenheiten	1	
			verschenkt	1	
			reich	1	
			Total	10	

Task 6**Task Specific Guidance**

The entire page appears on the screen twice: once for comprehension, once for you to assess to the QOL.

1. Familiarise yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
2. Go through all the responses and assess every question for **comprehension**.
 - a) Marks are awarded on a point by point basis, according to the mark scheme.
 - b) Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL.
 - c) For comprehension / content, remember that you are a 'sympathetic native speaker / sympathetic examiner'. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

Annotations:

Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark. The ticks add up automatically and you insert the total out of 15 in the box on the right.

1. If you hesitated and decided to give or not to give the benefit of the doubt, use the appropriate annotation: **BOD** or **NBOD**. It is not expected that you will have to use such annotations very often.
2. Use a cross (x) when a word in the response invalidates an otherwise acceptable answer.
3. Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Question		Comprehension points	Marks	Guidance	
				Accept	Do not accept
6	(a)	Weil es 10 Millionen / so viele Nutzer hat	1		
	(b)	Persönliche Informationen können missbraucht werden	1	Die Leute können deine persönlichen Informationen sehen	
	(c)	Dass Erwachsene Profile von Minderjährigen finden	1		
	(d)	Freunde und Kontakte	1	Menschen, die euch kennen	Freunde or Kontakte tc
	(e)	Sie überwachen ihre Angestellten	1		
	(f)	Sie war krank geschrieben / Sie lag wegen einer Migräne im Bett / Sie war an dem Tag auf Facebook tätig. / Der Arbeitgeber glaubte, dass sie gar nicht krank war (any 3)	3		
	(g)	Über Mitglieder / Leute, die Facebook benutzen und auch über Nicht-Mitglieder	1 1		
	(h)	Alle Kontakte (im Adressbuch)	1		
	(i)	Sein Konto (auf Facebook) löschen	1	Seine Informationen auf Facebook löschen / Informationen zurücknehmen	
	(j)	Er tritt aus / Er verlässt Facebook Weil es ihn nicht mehr interessiert	1 1		
	(k)	Sie haben Facebook verlassen	1		
Total			15		

3. Assessing **Quality of Language**

- a) You will get a separate screen which will be the whole page (unannotated). Read all the answers again. To assist you in the application of Grid C.2 you may use annotations: the green L marking tool to highlight good language, slash (/) or the underlining tool (⏟) for serious errors, but it is not essential.
- b) Apply Grid C.2 and enter the mark.
- c) When candidates have left several questions unanswered, click on 'fit height' to have an overall view.
 - If only 1/3 of the questions have been answered, the maximum mark for C2 is the 5/6 band
 - If only 2/3 of the questions have been answered, the maximum mark for C2 is the 7/8 band

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7-8	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.


Tips particular to Facebook:

- use of original, appropriate vocabulary not given in the text
- use of prepositions,
- change of word order, subordinate clauses
- manipulating adjectives


Task 7**Task Specific Guidance**

Have a copy of the text to hand and familiarize yourself with it, so that you can easily spot instances of lifting from the original. Only the candidates' work will appear on the screen. You will have three successive screens 7a, 7b and then 7a + 7b again, but without the annotations in order to assess QoL.

Task 7a Comprehension. Grid I [10 marks]**a) Annotations:**

- In the body of text, use a green dot  to show that a point from the mark scheme below has been fully and successfully conveyed.
- If an element of the point has been omitted, use the caret sign (*^*).
- If a point has been omitted, is incorrectly rendered or is rendered in a way that would be incomprehensible, use no annotation.

The annotations will give a global impression to help you apply Grid I accurately and consistently.

- b) **Grid I:** Looking at the annotations, assess what proportion of the points has been conveyed and apply Grid I. Enter your mark.
- c) **Copying / lifting:** If chunks of the text are simply copied, award marks for comprehension but there is a limit of 3-4 marks for (a) if the entire answer is lifted (see Grid I). Verbatim copying of the stimulus text results in no marks. Use the highlighting tool () to show lifted language. Only phrases of more than 5 consecutive words should be counted as lifted language.

Point		Indicative content	Marks	Guidance	
				Content	Levels of Response
1		Relationship with big age difference happens often amongst celebrities			Grid I COMPREHENSION OF TEXT 9-10 Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text 7-8 Relevant information showing understanding of up to two thirds of the points from the original passage. There may be one or two instances of lifting from the original passage. 5-6 Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage. 3-4 Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage. 0-2. No relevant information or supplies one or two relevant points from the original passage.
2		Mostly men with younger wives			
3		Other way round less common			
4		As successful as same age partnerships?			
5		Jealousy more of a problem?			
6		Example of Lothar Matthäus			
7		Favourite theme of (popular) press			
8		Schoolfriends mostly same age			
9		In clubs same interests but different ages			
10		Jens 14, Phillip 18 (met at sports club)		Must be some idea of age gap	
11		Two distinct age groups			
12		Have a lot in common / same sense of humour			
13		Have a lot to offer each other / both brother and friend			
Total			10		

Task 7(b) Response Grid J [20 marks]

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	No Indicative Content – personal response		<p>Grid J: Looking at the annotations, assess the quality of the response to the text and apply Grid J. NB: “imagination” and “insight” are interpreted conservatively. The number of ticks you have awarded will indicate a mark band. You must then use your professional judgement to fine tune your marking. You may look at the quality of the candidate's points and go down a mark or two if they seem rather pedestrian or repetitive. Similarly an attempt at originality or humour could gain an extra mark or two. Enter your mark. Use the green tick (✓) in the body of the text to show each opinion / personal response and development / example. NB: one opinion may have several extensions.</p>	<p>GRID J RESPONSE TO TEXT</p> <p>16-20 Responds with well developed points of view which show insight, originality and imagination.</p> <p>12-15 Expresses points of view which are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.</p> <p>8-11 Expresses points of view which respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination.</p> <p>4-7 Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points of view.</p> <p>0-3 Very short. May not go beyond points of view already expressed in the original text.</p>
	Total	20		

Task 7(a) +7(b) – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 7a+b	Assess for Quality of Language using Grids C2 and F2 Appendix 1	20	<p>a. Read the whole response again and assess for Range (Grid F2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C2, because vocabulary and structures have already been assessed under Grid F2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>b. Ignore language lifted from the text when assessing language (See Task 7a above). Lifted language is not credited for QoL – only content points and/or personal response.</p>

APPENDIX 1

GRID C.2	QUALITY OF LANGUAGE - ACCURACY 10 marks AO3	GRID F.2	QUALITY OF LANGUAGE (RANGE) 10 marks AO3
9-10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	9-10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.
7-8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	7-8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5-6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.	5-6	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
3-4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. (Vocabulary and structures may be quite strongly influenced by the candidate's first language).	3-4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0-2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0-2	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.

APPENDIX 2

Transcripts of Listening Texts

Aufgabe 1**Auszubildende (Azubis)** (männliche Stimme / weibliche Stimme)

Interviewerin: So Herr Timm, Sie haben eben eine Studie über Azubis durchgeführt, und zwar über das, was sie verdienen. Was haben Sie herausgefunden?

Herr Timm: Für Jugendliche ist es wichtig, ihr eigenes Geld zu bekommen. Dass man als Azubi in der Lehre bezahlt wird, ist ein klares Plus.

Interviewerin: Und was verdient ein Azubi?

Herr Timm: Es kommt darauf an, welche Arbeit sie machen. Über 90 Prozent der Jugendlichen verdienen zwischen 300 und 700 Euro im Monat. Nur 2 Prozent verdienen mehr als 700 Euro.

Interviewerin: Und sind die Azubis damit zufrieden oder ist das eine blöde Frage?

Herr Timm: Einige schon, aber 67 Prozent meinen, dass sie für die Arbeit, die sie geleistet haben, mehr verdienen sollten. Das passiert meistens im zweiten Lehrjahr. Dann glauben die Azubis, dass sie viele Aufgaben ebenso gut und schnell erledigen können wie die fertig ausgebildeten Kollegen.

Interviewerin: Aber sie sind ja immer noch in der Ausbildung und wenn man in der Oberstufe bleibt, um Abitur zu machen, wird man in der Regel nicht bezahlt!

Herr Timm: Ja, das stimmt schon, aber dann kommt noch dazu, dass 59 Prozent der Azubis sagen, dass sie regelmäßig Überstunden machen müssen, und dafür werden die meisten nicht bezahlt.

Interviewerin: Mit 300 Euro im Monat kann man aber kaum selbstständig sein.

Herr Timm: Die meisten Azubis wohnen noch zu Hause, und viele machen ausserdem auch einen Nebenjob. 27 Prozent jobben im Schnitt 9 Stunden pro Woche neben ihrer Lehre.

Interviewerin: Und wofür geben die Azubis das Geld aus?

Herr Timm: Ein Viertel braucht das Geld, um Miete und Lebensmittel bezahlen zu können. Die Anderen wollen das Geld, um ihre individuellen Wünsche zu erfüllen.

Interviewerin: Vielen Dank für die Informationen, Herr Timm.

Aufgabe 2**Öko-Tipps für die nächste Ferienreise** (männliche Stimme / weibliche Stimme)

Tipp 1: Sie sollten lieber in kleinen Gasthöfen und Pensionen übernachten als in Hotels, die den großen Ketten gehören. So haben die Einheimischen mehr davon. Das gilt auch für Restaurants.

Tipp 2: Lieber seltener und dafür länger verreisen und am besten nicht öfter als einmal im Jahr fliegen.

Tipp 3: Auch mal mit dem Reisebus in den Urlaub fahren, denn der hat eine noch bessere Umwelt-Bilanz als die Bahn.

Tipp 4: Es ist besser, keine Traumreise mit einem Luxus-Schiff wie Queen Mary 2 zu machen. Kreuzfahrtschiffe sind noch klimaschädlicher als Flugzeuge. Die Einwohner Jamaikas haben wenig davon, wenn Hunderte von Besuchern für nur ein paar Stunden auf der Insel landen, ein paar Souvenirs kaufen und dann wieder auf ihrem All-Inklusive-Schiff verschwinden.

Tipp 5: Man sollte das fremde Land respektieren. Zum Beispiel achten Sie darauf, Müll zu vermeiden und Strom und Wasser zu sparen, genau wie Sie es zu Hause machen.

Tipp 6: Überlegen Sie sich, ob Sie Bären oder Elefanten so nah kommen müssen. Naturfilme sind doch auch schön.

Tipp 7: Sportarten wie Skifahren sind umweltschädlich. Vielleicht können Sie einen Anfang machen, indem Sie vor dem nächsten Skiurlaub herausfinden, welche Orte besonders viel für die Umwelt tun.

Task 3

The Hamburg Marathon (männliche Stimme / weibliche Stimme)

Interviewer: Es ist schon wieder das Wochenende des Hamburger Marathonlaufs. 42 Kilometer rund um die Stadt. Ich spreche mit Frau Bremner, die für die Organisation des Marathons zuständig ist. Also, Frau Bremner, wie lange gibt es schon einen Marathon hier in Hamburg?

Frau B: 1986 fand hier der erste Marathon statt. Und mit jedem Jahr wird er beliebter. Jetzt liegt er auf dem zweiten Platz hinter Berlin als populärster Marathon in Deutschland.

Interviewer: Was bedeutet hier populär?

Frau B: Dieses Jahr haben wir 20 000 Teilnehmer – nicht nur aus Deutschland, sondern aus der ganzen Welt.

Interviewer: Und wer sind sie, diese Teilnehmer?

Frau B: Die meisten sind unter vierzig Jahre alt, und was mich überrascht: Nur ein Viertel davon ist weiblich. Kinder und Jugendliche sind auch dabei, aber sie laufen eine etwas kürzere Strecke. Für Behinderte gibt's auch einen Rollstuhlmarathon.

Interviewer: Und warum wollen diese Leute sich solchen Strapazen aussetzen?

Frau B: Aus verschiedenen Gründen: Einige wollen Rekorde brechen – sie sind offensichtlich die Profis. Andere mögen die körperliche Herausforderung, und für viele ist es eine weitere Motivation, Geld für gute Zwecke zu sammeln.

Interviewer: Aber 42 Kilometer an einem Tag! Ist das nicht schlecht für die Gesundheit?

Frau B: Trainieren muss man natürlich! Am besten beginnt man schon 5 oder 6 Monate vorher, und ohne Zweifel ist die Vorbereitung auf einen Marathon etwas Positives für die Gesundheit: Es wird gesagt, dass tägliches Joggen das Risiko von Herzinfarkten auf die Hälfte senkt.

Interviewer: Na, Frau Bremner, werden Sie auch mitlaufen?

Frau B: Organisieren kann ich, aber laufen, nee – dazu habe ich keine Begabung!

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