



General Certificate of Education

German 5661

Specification

GR01 Young People Today

Mark Scheme

2008 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

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Unit 1 – Young People Today

The assessment objectives will be allocated in the following way:

		% of AS	Marks
AO1	Response to spoken language	10	30
AO2	Response to written language	15	45
AO3	Knowledge of grammar	10	30
	TOTAL	35	105

The marks will be allocated in the following way:

	AO1	AO2	AO3
Short listening pieces	15		
Longer listening piece	15		10
Short reading texts		25	10
Longer reading text		20	10

General Principles

- In questions where a candidate has been required to tick an answer, no credit can be given if there are too many ticks in answer to a multiple choice question. Any ticks in addition to the maximum required will be taken from the candidate's total for the questions. For example, in a question requiring a maximum of 4 ticks, if a candidate has ticked 5 boxes and three of these are correct then a mark of $3 - 1 = 2$ will be awarded.
- 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 the answer required is R/F or NA, accept as alternatives ticks/crosses and question marks or N but reject any other letters.
- 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.
- When assessing a question, ignore irrelevant material even if it is incorrect.
- In awarding marks for AO3 (Knowledge of Grammar) for answers in response to the **reading passages**, examiners should take into account to what extent the candidate has attempted to use his/her own words. If a candidate has entirely copied from the original then this response could not be considered when awarding marks for Quality of Language.

For answers in response to the **listening passages**, candidates may well rely on the original spoken text. Therefore candidates can use the same wording from the original target language they hear and score marks for AO3, although there will have to be a certain amount of accuracy in spelling, and some attempt at manipulation (eg in changing the verb endings to suit the third rather than the first person).

- English spellings are not accepted unless the word is spelt the same in both languages.
- "Rubric" should be written in margin if in wrong language and give '0' (unless numbers or place names are involved).

Where marks are awarded for Quality of Language, the principle to be applied is that the Quality of Language marks can only be awarded for successfully conveying the required content. The following principles will therefore apply:

1. If the maximum mark for comprehension and Quality of Language is the same, the mark awarded for Quality of Language may not exceed the mark awarded for comprehension.
2. If the maximum marks for comprehension and Quality of Language are not the same, the maximum mark which may be awarded for Quality of Language is indicated by a table (see individual questions).

Part A

1.

Mark Scheme		Marks	Additional Guidance
1(a)	R	1	
1(b)	F	1	
1(c)	N.A.	1	
1(d)	F	1	
1(e)	R	1	

5 marks (AO1)

2.

Mark Scheme		Marks	Additional Guidance
Ostdeutschland %	Westdeutschland %	1 + 1	Accept correct figures with or without percentages.
22 (%)	14 (%)		
	5 (%)	1	
62 (%)	81 (%)	1 + 1	

5 marks (AO1)

3. NB Quality of English will be taken into account when awarding marks.

Mark Scheme	Marks	Additional Guidance
One of the following: (More than) trees and good air something like paradise	1	Accept fresh air Reject paradise in isolation – must have something like/approaching/similar
Something for all family members/everyone	1	Allow idea of catering for individual needs.
One of the following: lots of snow great ski runs/slopes/pistes/trails romantic cross-country runs/courses/skiing	1	Need appropriate qualifiers
Walking/hiking and cycling	1	Need both items
In the heart (of Europe).	1	

5 marks (AO1)**Total marks for Part A = 15 marks**

Part B**4.**

	Mark Scheme	Marks	Additional Guidance
4(a)	<i>Mehr Übergewicht hat es (noch) nie gegeben, mehr Bluthochdruck / Diabetes hat es (noch) nie gegeben.</i> <i>Man bekommt die Krankheiten nur durch Bewegung unter Kontrolle.</i>	1 1 1	<i>To be awarded the first two marking points, candidates must include an appropriate verb in their response – e.g ..hat es nie gegeben.</i> <i>Candidates need not repeat nie gegeben.</i> <i>The mark may also be awarded for immer mehr but not for mehr.</i>
4(b)	<i>Man bleibt (dann) langfristig dabei..</i>	1	
4(c)	<i>Radeln, und Schwimmen sind zu empfehlen.</i>	1 1	<i>Candidates should be awarded marks for stating Radeln und Schwimmen in isolation but this would affect their overall Q of L mark because this would not be a full sentence.</i> Reject Raden
4(d)	<i>Man nimmt eine aufrechte Position ein.</i> <i>Das macht den Rücken stärker.</i>	1 1	<i>Allow suitable variations of einnimmt, bearing in mind that, in your judgement, the meaning is clear.</i> <i>Allow stark and starke.</i> Reject gut für den Rücken.
4(e)(i)	<i>Ab der ersten Trainingsminute setzt die Fettverbrennung ein..</i>	1	The key idea for communication is ab der ersten Trainingsminute. If candidates do not use a complete sentence to convey this idea, this will adversely affect their overall Q of L mark. Reject in der ersten.....

4 cont.

Mark Scheme		Marks	Additional Guidance
4(e)(ii)	<i>(Es ist wichtig,) dass man nicht mit (zu) hohen Pulswerten Sport treibt.</i>	1	<i>Dass clause is accepted as a sentence. In Accept Pulswerte.</i>
4(f)	<i>Es ist nicht wichtig.</i> <i>Es ist kein Indikator, dass das Training effektiv ist.</i>	1	Reject nicht in isolation.
4(g)	<i>Man braucht (mindestens) 6 Wochen, (damit man einen Effekt sieht).</i> <i>Eine (echte) Figurveränderung dauert Monate.</i>	1 1	<i>Candidates may well re-phrase the idea here and would be acceptable, if appropriate – e.g. um einen großen Unterschied zu sehen.</i>
4(h)	<i>Um 1 Kilo Fett pro Monat zu verbrennen,</i> <i>muss man 2000 Kalorien pro Woche verbrennen</i>	1 1	

15 marks (AO1) + 5 marks (AO3) = 20 marks

The five marks for Quality of Language (**AO3**) for question (a) to (h) will be applied as follows:

5	The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies, but these tend to occur in more complex structures.
4	The manipulation of basic structures is generally sound with some examples of more complex structures, but these mostly result in increased inaccuracy.
3	There is some awareness of structure. There are still basic errors but communication is generally maintained.
2	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structures. Errors are such that communication is seriously impaired.

Where maximum mark for comprehension is 15 and maximum mark for quality of language is 5:

Mark for comprehension	Maximum mark for quality of language
15, 14, 13	5
12, 11, 10	4
9, 8, 7	3
6, 5, 4	2
3, 2, 1	1
0	0

5.

Mark Scheme			Additional Guidance
5(a)	<i>muss</i>	1	Accept muß
5(b)	<i>hat...verursacht</i>	1	Accept hatte ... verursacht
5(c)	<i>fühle...mich</i>	1	
5(d)	<i>sein werden</i>	1	Verbs other than werden not acceptable
5(e)	<i>weiß</i>	1	Accept weiss

5 marks (AO3)**Total for Part B: = 25 marks**

Part C

6.

Mark Scheme			Additional Guidance
6(a)	R	1	
6(b)	N.A.	1	
6(c)	R	1	
6(d)	R	1	
6(e)	F	1	
6(f)	N.A.	1	
6(g)	R	1	
(h)	F	1	

8 marks (AO2)

7.

Mark Scheme			Additional Guidance
7(a)	Patrick	1	
7(b)	Oliver	1	
7(c)	Markus	1	
7(d)	Thomas	1	
7(e)	Oliver	1	
7(f)	Markus	1	
7(g)	Patrick	1	

7 marks (AO2)

8.

Mark Scheme		Marks	Additional Guidance
8(a)	<i>Sie lernt, wie man Nase schreibt / sie lernt die Buchstaben zu erkennen/sie lernt welcher Buchstabe am Anfang eines Wortes steht.</i>	1	<i>Accept something which conveys the idea of learning to spell or learning to recognize letters. In this question the candidate cannot score the content mark by direct lifting from the text. Reject 'Sie lernt Buchstabendetektiv' or similar.</i>
8(b)	<i>Das Essen ist (gleich) fertig aber sie bleibt lieber am PC sitzen.</i>	1	<i>Allow paraphrases which convey the idea that she prefers the computer to eating.</i>
8(c)	<i>Je früher die Kinder an den Computer gebracht werden, desto leichter haben sie es (später) in der Schule</i>	1	<i>The key idea is one of making it easier for them or helping them in school e.g. Für sie wird es später in der Schule leichter sein.</i>
8(d)	<i>Immer mehr Kindergärten/Schulen setzen Computer als Lehrinstrument ein.</i> <i>Der Computer ist im Klassenraum zum Alltag geworden.</i> <i>Viele Lehrer waren (am Anfang) gegen Computer.</i> (2 from 3)	1 1	<i>For this marking point it would also be acceptable to state that teachers are now in favour of computers – this might represent good paraphrasing and use of own words.</i>
8(e)	<i>Weil die Noten so schlecht waren, wurden die Anstrengungen intensiviert.</i> <i>(Pisa hat gezeigt,) Kinder mit Computerzugang (in vielen Fächern) machten (viel) mehr Fortschritte machten als Schüler ohne PC.</i> <i>Oft waren Schüler bis zu drei Schuljahre besser.</i>	1 1 1	
8(f)	<i>(Nur) 23% der Kinder nutzen einen Computer regelmäßig (in der Schule).</i> <i>der EU-Durchschnitt ist (fast) doppelt so hoch.</i>	1 1	

10 marks (AO2)

10 marks (AO2) + 10 marks for Quality of Language = 20 marks

The ten marks for Quality of Language (**AO3**) for questions (a) to (f) will be applied as follows:

NB. Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.

9-10	The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies, but these tend to occur in more complex structures.
7-8	The manipulation of basic structures is generally sound with some examples of more complex structures, but these mostly result in increased inaccuracy.
5-6	There is some awareness of structure. There are still basic errors but communication is generally maintained.
3-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-2	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

Total for Part C = 35 marks

Mark for comprehension	Maximum mark for quality of language
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1
0	0

Part D

9

	Mark Scheme	Marks	Additional Guidance
9(a)	<i>Sie haben (täglich) bis 14.30 Uhr Schule.</i>	1	<i>Accept um 10.25 as alternative to nach der dritten Stunde.</i> <i>Ein hartes Programm not accepted as a valid response.</i>
	<i>Sie haben drei Pausen / eine zusätzliche Pause.</i>	1	
	<i>Die erste Pause beginnt nach der dritten Stunde / Kinder müssen drei Schulstunden stillsitzen.</i>	1	
	<i>Sie haben 30 Stunden pro Woche / 30 Wochenstunden.</i>	1	
9(b)	<i>Es gibt Abschlussprüfungen am Ende der Stufe 10.</i>	1	<i>Accept in der Stufe/in Stufe 10.</i>
	<i>Das Abitur müssen die Schüler in der Jahrgangsstufe 12 absolvieren.</i>	1	
9(c)	<i>Kinder müssen genauso viel lernen (wie sonst).</i>	1	<i>Reject wenig and nicht sehr viel – needs a comparison – e.g. nicht so viel</i> <i>Accept interpreting which conveys the idea of material being learned one year early.</i>
	<i>Die Lehrer haben weniger Zeit, (um ihnen den Stoff zu vermitteln).</i>	1	
	<i>Man muss den Stoff aus der achten in die siebte bringen.</i>	1	
	<i>Es wird schwierig sein für die, die nicht schnell lernen.</i>	1	
9(d)	<i>Sie müssen flexibel sein/sie sind flexibel.</i>	1	<i>Direct lifting of the sentence: Die Schulleiter setzen auf die Flexibilität der Lehrer is not an acceptable response. The idea is that the teachers must be flexible and this must be clearly conveyed.</i>
	<i>Sie integrieren (kleine) Bewegungsspiele (in den Unterricht).</i>	1	
	<i>Sie achten (zunehmend) auf die Erschöpfung der Schüler.</i>	1	

9 cont.

	Key Idea	Marks	Additional Guidance
9(e)(i)	Sie sollten nach der Schule eine Erholungsphase erlauben	1	
9(e)(ii)	Weil die Kinder kaputt sind.	1	
9(f)(i)	Die Eltern haben../Der Elternförderverein hat eine Cafeteria spendiert.	1	Allow appropriate ideas for spendiert – bezahlt/finanziert/gegeben
9(f)(ii)	Kinder können dort essen und sich (kurz) ausruhen.	1 1	Allow appropriate synonyms for sich ausruhen – sich entspannen
9(g)	Prüfungen sind wichtig/man muss Prüfungen haben. Es ist nicht gut, dass sie AGs und Klassenreisen weglassen.	1 1	Acceptable answer would be: Die Kinder müssen die zentralen Prüfungen machen. Reject answers with Wir – i.e direct lifting of text. Key point here is that other school activities get left out not that it is not good – question asks Warum ist Hans Schmidt skeptisch?

The ten marks for Quality of Language (AO3) for questions (a) to (g) will be applied as follows:

NB: Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.

9-10	The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies but these tend to occur in the more complex structures.
7-8	The manipulation of basic structures is generally sound with some examples of more complex structures but these mostly result in increased inaccuracy.
5-6	There is some awareness of structure. There are still basic errors but communication is generally maintained.
3-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-2	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

Total for Part D = 30 marks

Total for Paper: 105 marks

Mark for comprehension	Maximum mark for quality of language
20, 19	10
18, 17	9
16, 15	8
14, 13	7
12, 11	6
10, 9	5
8, 7	4
6, 5	3
4, 3	2
2, 1	1
0	0