



General Certificate of Education

German 5661

GR01 *Young People Today*

Mark Scheme

2007 examination - January 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

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 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.
- 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.

F	R	N.A.	R	F
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5 marks (AO1)

2.

	Key Idea	Marks	Accept	Reject
(a)	60 – 80%	1		60 - 80
(b)	56	1		
(c)	<i>zwei Jahre</i>	1		
(d)	<i>11,2 Millionen Euro</i>	1	<i>11. Millionen Euro</i> <i>11, Million Euro</i>	
(e)	40,000	1	<i>40000 Leute</i>	<i>Thousand</i> <i>40000 Jungen</i>

5 marks (AO1)

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

	Key Idea	Marks	Accept	Reject
(a)	They have a job	1	They work	
(b)	Bigger budget	1	<u>more</u> money can pay for more things	big budget bigger allowance the money helps
(c)	Tax / insurance	1	social contributions	social benefits social activities
(d)	50 days	1		
(e)	allowed to earn 360 euros per month (tax-free)	1	must earn less than 360 Euros per month cannot earn more than 360 Euros per month Don't get taxed on 360 Euros per month	

5 marks (AO1)

Total marks for Part A = 15 marks

Part B
4.

	Key Idea	Marks	Accept	Reject
(a)	<i>(Eltern) sind (oft) neidisch (auf die Kinder)</i>	1	<i>neidich niedich</i>	<i>neidig niedig</i>
	<i>Kinder gehen mit Computern gut um</i>	1		<i>Kinder verbringen zu viel Zeit mit dem PC</i>
(b)	<i>Das Freizeit(verhalten) der Kinder(wird verändert)</i>	1		<i>Freizeit</i>
(c)	<i>Kinder sind dicker als früher</i> need time reference	1	<i>Jetzt, heutzutage wegen dem Computer dicke dicke</i>	<i>Koordination (in isolation)</i>
	<i>Jedes fünfte Kind (im Vorschulalter) ist übergewichtig</i>	1	<i>jedes 5 Kind</i>	
	<i>(Andere haben) Koordinationsschwierigkeiten (bei der Bewegung)</i>	1	<i>Koordinationsprobleme Koordinationsschwierig- keiten</i>	
(d)(i)	<i>(Sie bietet) Information und Bewegungstraining</i>	1	<i>Bewegungsausbildung</i>	
		1		
(d)(ii)	<i>(Sie findet) im September (statt)</i>	1		<i>Septembre</i>
(e)(i)	<i>Sie wird einen Vortrag halten (must have verb)</i>	1	<i>Fortrag</i>	<i>Vortrag</i>
	<i>über gesunde Kinderernährung halten</i>	1		<i>über gesunde Kinder</i>
(e)(ii)	<i>(Sie wird empfehlen), (dass sich) Kinder (beim Spielen) intensiv bewegen (sollten)</i>	1		

4 cont.

	Key Idea	Marks	Accept	Reject
(f)	<i>Der Familientag (findet statt)</i> Aktionen zum Thema Gesundheit / Wellness (finden statt)	1 1	<i>Aktivitäten / Information Kampagnen</i>	
(g)	(Man muss) die Bedeutung/Wichtigkeit von Sport / Bewegung (klar machen)	1	<i>Sport und Bewegung sind wichtig Man muss Sport machen</i>	

15 marks (AO1)

The five marks for Quality of Language (**AO3**) for question (a) to (f) 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.

	Accept		Reject
(a)	<i>bestand</i>	1	
(b)	<i>hat...festgestellt / stellte...fest</i>	1	
(c)	<i>kann</i>	1	<i>könnte</i>
(d)	<i>nimmt...teil/wird teilnehmen</i>	1	
(e)	<i>wird...geben</i>	1	

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

Part C**6.**

(a)	R	1
(b)	N.A.	1
(c)	R	1
(d)	F	1
(e)	F	1
(f)	R	1
(g)	N.A.	1
(h)	F.	1

8 marks (AO2)**7.**

A	Fabian
B	Daniel
C	Daniel
D	Martin
E	Fabian
F	Martin
G	Martin

7 marks (AO2)

8.

	Key Idea	Marks	Accept	Reject
(a)	Klassenreisen bei Touristikunternehmen zu buchen	1	reservieren organisieren	
(b)	Er war fassungslos Er fand es eine Schande Er fand es schlecht, (dass man diese Fahrten als Tourismusreisen beschreibt) (2 from 3)	1 1 1	überrascht konnte es nicht begreifen Er reagierte negativ	nicht glücklich
(c)	Den pädagogische Zweck (Die Nutzung von) Schullandheimen / Jugendherbergen Die Beiteiligung der Schüler an der Planung / Vorbereitung die Rolle der Lehrer (3 from 4)	1 1 1 1	Ziel dass man viel lernt Unterrichtsmöglichkeiten	
(d)	Sie können die (nötige Mischung von) Unterricht und Erziehung nicht anbieten	1		
(e)	Sie sind Unterricht (an einen fremden Ort) Sie bieten Freude / Engagement in einer fremden Umgebung (2 from 3)	1 1 1	Begeisterung in einem fremden Ort	
(f)	Man fährt in Urlaubsgettos / man vergisst sie wieder	1	Schüler sie fahren Schüler vergessen sie vergessen	sie fährt sie vergisst

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 (e) 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

Accept *sie, ihre*, etc throughout question

	Key Idea	Marks	Accept	Reject
(a)	<i>Die Mutter war 17</i> <i>Die Eltern hatten sich (noch in der Schwangerschaft) getrennt</i>	1 1	<i>war sehr jung</i> <i>Die Mutter was alleinstehend</i>	
(b)	<i>Alle halben Jahre zog ein neuer Partner der Mutter ein</i>	1	<i>hatte einen neuen Partner</i> <i>regelmäßig einen neuen Partner</i>	
(c)	<i>Er wurde kriminell</i> <i>Sie haben Autos in Flensburg geklaut</i> <i>Sie haben die Autos nach Berlin gefahren</i> <i>Sie haben die Autos an Polen verkauft</i> <i>Sie haben das Geld für Drogen benutzt</i> (4 from 5)	1 1 1 1 1	<i>war</i>	<i>wir without speech marks & penalise once only.</i> <i>in Polen nach Polen gefahren</i> <i>hat Drogen gekanft</i> <i>war drogensüchtig</i>
(d)	<i>Die Mutter war den ganzen Tag weg/machte eine Ausbildung</i>	1	<i>nicht im Haus</i> <i>Mutter hatte keine Zeit für ihn</i>	

9 cont.

	Key Idea	Marks	Accept	Reject
(e)	<i>Er war weit weg von allem</i> <i>Es gab (vier) Jugendliche in einer Gruppe und drei Betreuer / Er war nicht allein</i> <i>(Zwei) Betreuer wohnten im Haus / Es gab (drei) Betreuer</i> <i>Es war wie eine (Pflege)familie</i> <i>Sascha erreichte den (Real)schulabschluss</i> (4 from 5)	1 1 1 1 1	 <i>hatten den Schulabschluss bekam, machte</i>	
(f)	<i>Er kümmerte sich um nichts</i> <i>Er hatte andauernd Partys</i>	1 1	<i>Er kümmerte nichts viele, oft, häufig</i>	<i>keine Kummer</i> <i>Partys in isolation</i>
g)(i)	<i>Er würde eine Ausbildungs(stelle) finden</i>	1	<i>musste, müsste findet, fand</i>	
(g)(ii)	<i>Er zerstritt sich mit dem Chef</i> <i>velor die Stelle</i> <i>Der Stiefvater warf ihn raus</i> <i>Er ging zu einer in der Notunterkunft</i> (3 from 4)	1 1 1 1	<i>Probleme mit dem Chef</i>	
(h)	<i>Immer mehr Jugendliche landen auf der Straße</i> <i>25% jeder 4. / 100000 / Ein Viertel (der Wohnungslosen) in Deutschland) ist jünger als 28</i>	1 1	<i>viele</i>	<i>Jungen</i> <i>Es gibt 400000 Wohnsitzlose</i>

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