



GERMAN (SHORT COURSE)

1343/02

Paper 2 Reading, Listening and Writing

May/June 2018

MARK SCHEME

Maximum Mark: 90

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **8** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks	Not Allowed Responses
Part I: Listening			
Hörtext 1 Neuigkeiten aus dem Zoo			
1	Dienstag	1	
2	schlafen	1	
3	untersucht	1	
4	manchen	1	
5	eingewöhnen	1	
Hörtext 2 Interview mit einer Ex-Veganerin			
6	Seit der Geburt / seitdem sie geboren wurde / schon immer	1	
7	Eier [1] und Kuhmilch [1]	2	Milch
8	Sie bekommt Hautprobleme / Probleme mit der Haut.	1	
9	Sie denkt, Menschen haben das Recht, Fleisch zu essen.	1	Sie denkt, es ist kein Problem / es ist Ordnung.
10	2 Jahre / die ersten beiden Jahre	1	Beide Jahre
11	Sie bekam empfindliche Zähne / Zahnschmerzen. [1] and Sie wurde kraftloser / Sie hatte keine Kraft. [1]	2	
12	Zu essen, was sie will / möchte / worauf sie Lust hat.	1	Alles zu essen
13	Der Ekel war weg / Es war nicht ekelhaft/eklig.	1	

Question	Answer	Marks	Not Allowed Responses
Hörtext 3 Wien zu Fuß			
14	They produce brochures for pedestrians and cyclists [both required] / They provide information for cyclists and pedestrians [both required]	1	
15	A map for pedestrians	1	A map
16	Location of green spaces [1] and Shortcuts for pedestrians [1]	2	
17	[Citizens'] complaints [1] and [Citizens'] ideas for improvement [1]	2	
18	[They find it stressful] that sometimes traffic lights turn red as they are crossing the road. [1] because they think that cars will start to move straight away [1]	2	
19(a)	They don't know that there is [still] enough time to cross	1	
19(b)	They organised an information campaign [1] together with driving schools and the police [1]	2	
20	Planning of pedestrian zones [and other infrastructure]	1	
21	Cyclists who jump / don't stop at red lights	1	
22	She goes mountain climbing [1] and she goes running [1]	2	

Question	Answer	Marks	Not Allowed Responses
Part II: Reading			
Lesetext 1 Weniger Telefonzellen			
23	C	1	
24	A	1	
25	C	1	
26	A	1	
27	B	1	
Lesetext 2 Der erste Urlaub ohne Eltern			
28	Sie kümmern sich um Kinder / Jugendliche / Kinder / Jugendliche betreuen / Betreuung von Kindern / Jugendlichen	1	
29(a)	Ein Reiseleiter kümmert sich nur bei Schwierigkeiten / wenn es Probleme gibt	1	
29(b)	Ein Betreuer sorgt für / organisiert ein (Unterhaltungs)programm	1	
30	Man kann wieder schnell nach Hause fahren / Man kann an einem Tag hin und zurückfahren [1], wenn man Heimweh hat [1]	2	
31	die Eltern vertrauen den Kindern [1] und die Kinder bekommen Selbstvertrauen [1]	2	
32	eine gute Ausbildung	1	
33	Das Durchschnittsalter der Kinder / Jugendlichen [1] bestimmt / entscheidet die [Mindest]anzahl der Betreuer / sagt wieviel Betreuer es geben muss [1]	2	

Question	Answer	Marks	Not Allowed Responses
Lesetext 3 Frauenfußball			
34	There was no other [women's football] club to play against / They were the only [women's football] club	1	
35	They played against each other	1	
36	They were insulted in the press [1] Stones were thrown at them [on the pitch / during games] [1]	2	
37	Women's football was officially banned [by the DFB]	1	
38	It was [considered] harmful to the female body [1] It was [considered] morally unacceptable to show the female body [1]	2	
39	Offering / running women's [football] matches [1] Allowing women's clubs to play on their pitch [1]	2	
40	The match was stopped by police	1	
41	Women's matches lasted 2 × 35 minutes. [and Men's are 2 × 45 minutes] / Women's matches were shorter	1	
42	1982: German women's football team's played an international game [1] 1989: German women's football team became European Champions [1]	2	
43	The winners used to get something for their household / an ironing board [1], now they get a large sum of money [1]	2	

Part III: Writing**Question 44(a) and (b)**

Short Course Writing Task (30 marks)

- Content (15 marks)
- Quality of Language (15 marks)

Content

15	<i>Excellent</i>	Excellent response. Ideas and points very effectively organised, illustrated with relevant examples and developed within a carefully planned framework. Wholly relevant and convincing.
12–14	<i>Very good</i>	Very good response. Organisation logical and clear. Ideas and arguments well sequenced, illustrated with relevant examples and developed with occasional minor omissions. Coherent discussion.
9–11	<i>Good</i>	Good response. Most or main points of question explored. Organisation generally logical and clear. Ideas and examples adequately sequenced, or developed unevenly or with some lapses.
6–8	<i>Adequate</i>	Satisfactory response. Some implications of question explored. Evidence of argument, but organisation not always effective. Patchy or unambitious sequencing. Some omissions and/or irrelevance.
3–5	<i>Basic</i>	Limited understanding of question. A few relevant points made. Rambling and/or repetitive.
1–2	<i>Poor</i>	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped.
0		No relevant material presented.

Quality of Language

15	<i>Excellent</i>	Excellent range of vocabulary and complex structures. Very high and consistent level of accuracy, with few, mostly minor, errors.
12–14	<i>Very good</i>	Appropriate use of a wide range of vocabulary, complex sentence patterns and structures. Able to use idiom. Impression of fluency and sophistication. Very accurate grammar. Few errors.
9–11	<i>Good</i>	Good range of vocabulary, with a variety of complex sentence patterns, though with occasional lapses in correct usage. Impression of enterprising use of structures and little repetition. Good level of accuracy, over broad range of structures. Tenses and agreements generally reliable, but some lapses in more complex areas.
6–8	<i>Adequate</i>	Adequate range of vocabulary, but some repetition and occasional lexical error. Some complex sentence patterns appropriate to the task, but with variable success. Occasional native language influence. Adequate level of accuracy but overall performance inconsistent. Familiar structures usually correct and some complex language attempted, but with variable success. Errors do not impair communication significantly.
3–5	<i>Basic</i>	Limited range of vocabulary, with frequent repetition and significant lexical errors. Occasional attempts at more complex sentence patterns, but often impression of 'translated' language that impedes communication at times. Gaps in knowledge of basic grammar. Communication impaired by significant errors e.g. adjectival agreements, verbs forms and common genders.
1–2	<i>Poor</i>	Very limited range of vocabulary with frequent native language interference and wrong words. Simple sentence patterns and very limited range of structures. Little evidence of grammatical awareness. Accuracy only in simple forms.
0		No rewardable language.