



General Certificate of Secondary Education

German 4665

46652H Reading Higher

Mark Scheme

2011 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 standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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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READING & LISTENING TESTS

Notes on the Marking Scheme

Non-verbal Answers

Follow the mark scheme as set out.

Verbal Answers

1. The basic principle of assessment is that candidates should gain credit for what they know, understand and can do. The following guidance should be borne in mind when marking.
 - (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. A separate assessment of spelling, punctuation and grammar is not required on these papers because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
 - (b) Where a candidate has given alternatives or additional information in an answer, the following criteria should be applied:
 - if the alternative/addition does not contradict the key idea or make it ambiguous, **accept**;
 - if the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
 - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
 - (d) Where a question has more than one **section**, a candidate may include as part of the answer to one section the information required to answer another section. For instance, the information required to answer section (b) might be given as part of the answer to section (a). In such cases, credit should be given for having answered section (b), provided that no incorrect answer has been given for that section in the correct place.
 - (e) Where a question or part of a question carries more than one mark, candidates are given credit for all the correct answers they give, even if they have given incorrect answers as well, except where any of the latter contradicts a correct answer that they have given.
2./..... means that these are acceptable alternative answers. (.....) means that this information is not needed for full marks.
3. In questions where candidates are asked to name, for example, three types of vegetable sold in the market, only the first three items they write down should be considered.
4. Accept
 - T/F/?
 - ✓/X/?
 - a mix and match approach using the above, where the response is clear and unambiguous (eg. T and ✓ are both used by the candidate).
5. 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.

6. No mark scheme can cover all possible answers. When in doubt:
 - look for the key idea, where this is appropriate.
 - **NFP** = no further penalty
7. Where a candidate has crossed out an answer and what was underneath remains legible then it should be assessed. Where part of an answer is crossed out then only what remains should be considered.
8. Where a candidate spells the answer in such a way that it is a word in the target language, no credit can be awarded.
9. If a candidate offers two different responses in English or in the target language eg dog (cat) or dog (chat) where the answer is dog, no credit can be awarded.

JANUARY 2011 READING

HIGHER TIER

Question	Accept		Mark	Notes
1	What is wrong?	What are they going to do?		
Suzanne	Tired	Go to bed	2	
Christina	Head <u>a</u> che	Take tablet	2	
Frank	Leg <u>hur</u> ts	(Go to) hospital	2	

Question	Accept	Mark	Notes
2	In any order: R M F	3	

Question	Accept	Mark	Notes
3 (a)	Before everyone goes on (summer) holidays / End of term / End of school year	1	Reject Summer holiday (alone)

Question	Accept	Mark	Notes
3 (b)	One of: Drinks Sausages	1	

Question	Accept	Mark	Notes
3 (c)	<u>Bring</u> a salad	1	Reject salad (alone)

Question	Accept	Mark	Notes
3 (d)	Cleaning / washing up (afterwards)	1	

Question	Accept	Mark	Notes
3 (e)	No rain / a nice evening	1	

Question	Accept	Mark	Notes
4	E H F A (In this order)	4	

Question	Accept	Mark	Notes
5 (a)	B	1	

Question	Accept	Mark	Notes
5 (b)	L	1	

Question	Accept	Mark	Notes
5 (c)	M	1	

Question	Accept	Mark	Notes
5 (d)	L	1	

Question	Accept	Mark	Notes
5 (e)	U	1	

Question	Accept	Mark	Notes
5 (f)	M	1	

Question	Accept	Mark	Notes
6 (a)	Work / help in a Kindergarten	1	

Question	Accept	Mark	Notes
6 (b)	One of: (As) far away (as possible) Not as an au-pair	1	

Question	Accept	Mark	Notes
6 (c)	She has just done ' <u>Abitur</u> '	1	

Question	Accept	Mark	Notes
6 (d)	She didn't have any preference / would work anywhere	1	

Question	Accept	Mark	Notes
6 (e)	She has <u>three years</u> Spanish	1	Accept: She learnt Spanish at (grammar) <u>school</u>

Question	Accept	Mark	Notes
6 (f)	She <u>wants</u> to work with children	1	

Question	Accept	Mark	Notes
6 (g)	She will lose nothing by it / it will be of benefit to her / she will gain by it / it will be good for her	1	

Question	Accept	Mark	Notes
7 (a)	One of: They ignore red lights They ride through pedestrian areas They park everywhere / badly They ride without lights at night	1	

Question	Accept	Mark	Notes
7(b)	One of: High motoring costs Jams at rush hour Parking spaces hard to find It is quick(er) to get <u>through rush hour</u> by bike	1	

Question	Accept	Mark	Notes
7 (c)	Built a place to park bikes	1	

Question	Accept	Mark	Notes
7 (d)	Cyclists can travel in both directions in one way streets	1	

Question	Accept	Mark	Notes
7 (e)	Bikes should have number plates	1	

Question	Accept	Mark	Notes
7 (f)	For: you can identify people who break the law	1	
	Against: it is against personal freedom	1	

Question	Accept	Mark	Notes
8 (a)	Pleased to have it, but it didn't make him free	1	

Question	Accept	Mark	Notes
8 (b)	They asked him <u>a long list</u> of questions	1	

Question	Accept	Mark	Notes
8 (c) (i)	He had stopped him (more than) ten times / a lot	1	

Question	Accept	Mark	Notes
8 (c) (ii)	His 'private policeman' told him to leave him alone / said he knew him	1	

Question	Accept	Mark	Notes
8 (d)	Doesn't know any policemen	1	

Question	Accept	Mark	Notes
8 (e)	To have <u>a month</u> (in his life) where the police don't ask to see his ID / don't stop him	1	

Question	Accept	Mark	Notes
8 (f)	He doesn't think it will ever happen	1	

Higher Paper Total = 45 Marks