



General Certificate of Secondary Education

German 3661 *Specification A*

3661/L Listening

Mark Scheme

2005 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.

GCSE GERMAN FULL COURSE

LISTENING TESTS

Notes on the Marking Scheme

Non-verbal Answers

Follow the mark scheme as set out.

Verbal Answers (English or Target Language)

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. This applies whether the answer is in English or in the target language. 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 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. 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.
 5. No mark scheme can cover all possible answers. When in doubt:
 - look for the key idea, where this is appropriate.
 - **NFP** = no further penalty
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FOUNDATION TIER**Section A**

Question	Accept	Marks	Reject
1(a)	Maths Any recognisable spelling except <i>Mathe</i>	1	Mathe
1(b)	15 (minutes)	1	
1(c)	(In the) afternoon(s) / every afternoon / after dinner/ after lunch / after midday	1	
2(a)	Once a week / weekly / every week	1	
2(b)	Meat	1	Flesh Types of meat e.g. pork, cold meat
2(c)	Apple juice/4 apple juice(s) / appleade	1	
2(d)	7	1	7 a.m.

Section B

Question	Accept	Marks	Reject
3	(a) <input type="text" value="D"/> (b) <input type="text" value="A"/> (c) <input type="text" value="E"/>	1 1 1	
4	(i) <input type="text" value="A"/> (ii) <input type="text" value="A"/> (iii) <input type="text" value="B"/> (iv) <input type="text" value="C"/>	1 1 1 1	
5	(i) <input type="text" value="C"/> (ii) <input type="text" value="A"/>	1 1	
6	(i) <input type="text" value="A"/> (ii) <input type="text" value="B"/> (iii) <input type="text" value="B"/>	1 1 1	
7	<input type="text" value="D"/> <input type="text" value="A"/>	2	

Question	Accept	Marks	Reject
8	(i) <input type="text" value="E"/> (ii) <input type="text" value="A"/> <input type="text" value="D"/> (any order)	1 2	
9	(i) <input type="text" value="A"/> (ii) <input type="text" value="C"/> (iii) <input type="text" value="C"/>	1 1 1	
10(a)	<i>nicht gut / uninteressant / uninterresant / langweilig / langwielig / langweilich / langweilic / nicht für mich / nichts für mich / furchtbar / nicht für sie / nicht für ihr / nicht für ich / nicht für Anke / nicht für sich sie hat es nicht gefallen / nicht gern nicht für sie / nicht für mich</i>	1	<i>nicht gern / langweilig / nicht für sich</i>
10(b)	<i>gut / angenehm / eine (angenehme) Überraschung / lustig / lustich prima / toll</i>	1	<i>für junge Leute / komisch / möglich lustig</i>
10(c)	<i>langweilig / langweilich / langwielich / langweilic / Llangeweile / langeweile / Langweiler / nicht gut</i>	1	
11	(i) <i>zu Fuß (Fuss) / Fuss / auf dem Fuß / zu Füß / mit dem Fuß / Fus / der Fuß / ein Fuß</i> (ii) <i>(zu) gefährlich / (zu) viel(e) Auto(s) / viele Autos am Morgen / zu viele Auto es der Straße</i>	1 1	<i>viele Autos auf dem Straße zu Fuß ist besser. viele Auto gestrasse / viele Auto mit der Straße</i>

Question	Accept	Marks	Reject
12	<p>(i) <i>(ein) Fußball(spiel) sehen / zu einem Fußballspiel gehen (must have a verb) / sehe fußballmanchaft / Schwestersmannschaft sehen / Endspiel sehen / sehen seine Schwester Fußball spielt</i></p> <p>(ii) <i>uninteressant / nicht interessant / nicht gut / uninteressant / nicht interessant / nicht gut / zimmer putzen ist interessanter / langweilig / langweil und blöd / blöd</i></p> <p>(iii) <i>Arbeit(en) / (wie/vie) immer arbeiten / arbiten (no further spelling error) / abeit (no further spelling error) / ich habe arbeiten / nein ich arbite / im Arbeit / arbeitet / arbeiter</i></p>	<p>1</p> <p>1</p> <p>1</p>	<p><i>sehe Fußball spielen / sehen ihre Schwester Fußball spielt</i></p> <p><i>Zimmer ist interessanter</i></p> <p><i>die Zimmer arbeiten</i></p>
	TOTAL	35	

HIGHER TIER

Question	Accept	Marks	Reject
1	(i) <input type="text" value="E"/> (ii) <input type="text" value="A"/> <input type="text" value="D"/> (any order)	1 2	
2	(i) <input type="text" value="A"/> (ii) <input type="text" value="C"/> (iii) <input type="text" value="C"/>	1 1 1	
3(a)	<i>nicht gut / uninteressant / schlecht nicht interessant / uninterresant / langweilig / langwielig / langweilich / langweilic / nicht für mich / nichts für mich / furchtbar / nicht für sie / nicht für ihr / nichts für ich / nicht für Anke / nicht für sich sie hat es nicht gefallen / nicht gern nicht für sie / nicht für nicht / worklich lustig</i>	1	<i>nicht gern / langweilig / nicht für sich nicht für ihre / nichts gut unangenehm ein Dokumentar film</i>
3(b)	<i>gut / angenehm / eine (angenehme) Überraschung / lustig / lustich / prima / toll / lustig und schon</i>	1	<i>für junge Leute / komisch / möglich lustig schön</i>
3(c)	<i>langweilig / langweilich / langwielich / langwielic / Langeweile / langeweile / Langeweiler / nicht gut / langwelig</i>	1	
4	(i) <i>zu Fuß (Fuss) / Fuss / auf dem Fuß / zu Füß / mit dem Fuß / Fus / der Fuß / ein Fuß</i> (ii) <i>(zu) gefährlich / viele Autos / (zu) gefährlich / (zu) viel(e) Auto(s) / viele Autos am Morgen / zu viele Auto es der Straße</i>	1 1	<i>viele Autos auf dem Straße zu Fuß ist besser. viele Auto gestrasse / viele Auto mit der Straße</i>

Question	Accept	Marks	Reject
5	<p>(i) (ein) Fußball(spiel) sehen / zu einem Fußballspiel gehen (must have a verb) / sehe fußballmanchaft / Schwestersmannschaft sehen / Endspiel sehen / sehen meine / seine Schwester Fußball spielt</p> <p>(ii) uninteressant / nicht interessant / nicht gut / Zimmer putzen ist interessanter / langweilig / langweil und blöd / blöd / blod / schlecht</p> <p>(iii) Arbeit(en) / (wie/vie) immer arbeiten / arbiten (no further spelling error) / abeit (no further spelling error) / ich habe arbeiten / nein ich arbite / im Arbeit / arbeitet / arbeiter / ich werde viel immer arbeiten</p>	<p>1</p> <p>1</p> <p>1</p>	<p>sehe Fußball spielen / sehen ihre Schwester Fußball spielt Fußball spielen gesehen</p> <p>Zimmer ist interessanter doff</p> <p>wie Zimmer arbeiten werde in arbeiten viele arbeiten Martina hat viel immer arbeiten</p>
6	<p>(i) <input data-bbox="533 719 607 778" type="checkbox"/> B</p> <p>(ii) <input data-bbox="533 815 607 874" type="checkbox"/> C</p>	<p>1</p> <p>1</p>	
7	<p>(a) <input data-bbox="526 911 600 970" type="checkbox"/> F</p> <p>(b) <input data-bbox="526 1007 600 1066" type="checkbox"/> G</p> <p>(c) <input data-bbox="526 1102 600 1161" type="checkbox"/> B</p> <p>(d) <input data-bbox="526 1214 600 1273" type="checkbox"/> E</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>	

Question	Accept	Marks	Reject
8	(i) <input type="text" value="B"/> (ii) <input type="text" value="B"/> (iii) <input type="text" value="C"/>	1 1 1	
9	(i) <input type="text" value="A"/> (ii) <input type="text" value="B"/> (iii) <input type="text" value="B"/>	1 1 1	
10	(a) <input type="text" value="B"/> (b) <input type="text" value="E"/> (c) <input type="text" value="C"/>	1 1 1	

Question	Accept	Marks	Reject
11	(i) <i>Geld geschickt / geschickt / geschickt / geschicken / Geld gegeben. Ganses Gelt zum Computer gegeben.</i>	1	<i>Geld geben. Geld schicken.</i>
	(ii) <i>Medien / Zeitungen / TV etc / Meinungen kontrollieren kontrollieren</i>	1	<i>kontrolliert jede person kontrollieren. medien gekauft.</i>
	(iii) <i>(Sie hat das) Buch nicht gelesen (Sie ist) nicht fertig / fertig (mit dem Buch) nicht gelest nicht gelessen / nicht gelesen.</i>	1	<i>nicht lessen / nicht zu Ende. nicht geliest / enden / geende zu lesen</i>
12	(i) Father doesn't <u>want</u> (any more) clothes	1	Has lots of clothes already. need instead of want Don't want to buy him clothes
	(ii) (It's) <u>unhealthy</u> / doesn't want his father to become <u>ill</u> / Tobacco is unhealthy – School says unhealthy It's unhealthy for you.	1not good. Because of what they say at school. Tobacco is unhealthy he could become ill. Because its not good for his dad. Dangerous and unhealthy.
	(iii) It's getting harder to find him something (he doesn't already have) / It's difficult to find things he hasn't got / It's more difficult	1	Difficult (on its own). It's difficult. It's hard to find a present. Very difficult. It's difficult not to buy what he already has.
13	(i) No good programmes / shows. The programmes are rubbish. Nothing to watch on television / Too much advertising / advertising lasts too long (any two) Constant interruption by adverts. Too many adverts. Too much advertising Too many adverts. Lots of adverts. Advertising lasts a long time / Adverts are too long.	2	Boring programmes. No choice Adverts are annoying.
	(ii) The <u>advertising</u> is (sometimes) <u>better</u> / <u>funnier</u> than the <u>programmes</u> (all 3 elements needed).	1	He thinks the adverts are good. The ads interrupt the programmes. Better than the adverts.

Question	Accept	Marks	Reject
14	<p>(i) <u>Public transport</u> couldn't cope (with so many people).</p> <p>People cannot all use public transport. There's not enough public transport. Buses and trains couldn't cope (at least 2 examples). Too many people for public transport / Not enough public transport for people.</p> <p>(ii) We should only take holidays every <u>four or five</u> years / Not fly so often / Less air travel / We need to stop so many planes because they are not good for the air. That we don't use cars or planes so much</p>	<p>1</p> <p>1</p>	<p>Public transport is not good enough. Too many people on / public transport.</p> <p>Public transport is too busy.</p> <p>Less planes. Fewer planes.</p>
	TOTAL	40	