



General Certificate of Secondary Education

German 3661 *Specification A*

3661/L Listening

Mark Scheme

2006 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.

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

FOUNDATION TIER**Section A**

Question	Accept	Mark	Reject
1	Swim	1	
2	Homework	1	Housework
3	The cinema / To see a film	1	
4	5 (o'clock)	1	5 a.m.
5	Two	1	
6	Return / There and back	1	Train
7	€70	1	£ €70 – seventy pounds (contradictory)

Section B

Question	Accept	Mark	Reject
8 (i)	B	1	
8 (ii)	B	1	
9	A D Any order	2	
10 (a)	A	1	
10 (b)	C	1	
11 (i)	E	1	
11 (ii)	D	1	
11 (iii)	B	1	
12 (i)	B	1	
12 (ii)	C	1	

Section B (cont.)

Question	Accept	Mark	Reject
13 (i)	D	1	
13 (ii)	B C Any order	2	
14	A E Any order	2	
15 (i)	A C	2	
15 (ii)	D	1	
16 (i)	B	1	
16 (ii)	B	1	
17 (i)	C	1	
17 (ii)	A	1	

Section B (cont).

Question	Accept	Mark	Reject
17 (iii)	A	1	
18 (i)	B	1	
18 (ii)	A	1	
19 (i)	<i>nicht gut / (sie war) böse / Angst hatte sie hat Angst / viel Ärger / böse</i>	1	<i>(sie hatten) Angst böse und getrunken (contamination)</i>
19 (ii)	<i>gut / besser / sie freut sich / sie wird sich freuen / sehr gut. / Caroline wird vorsichtig sein.</i>	1	<i>wunderbar, fantastisch etc. wird vorsichtig sein / wird sich freuen i.e. no (pro)noun-ambiguous.</i>
	TOTAL	35	

HIGHER TIER

Question	Accept	Mark	Reject
1	<input type="checkbox"/> A <input type="checkbox"/> E	2	
2 (i)	<input type="checkbox"/> A <input type="checkbox"/> C	2	
2 (ii)	<input type="checkbox"/> D	1	
3 (i)	<input type="checkbox"/> B	1	
3 (ii)	<input type="checkbox"/> B	1	
4 (i)	<input type="checkbox"/> C	1	
4 (ii)	<input type="checkbox"/> A	1	

Question	Accept	Mark	Reject
4 (iii)	A	1	
5 (i)	B	1	
5 (ii)	A	1	
6 (i)	<i>nicht gut / (sie war) böse / Angst hatte sie hat Angst / viel Ärger / böse</i>	1	<i>(sie hatten) Angst böse und getrunken (contamination)</i>
6 (ii)	<i>gut / besser / sie freut sich / sie wird sich freuen / sehr gut / Caroline wird vorsichtig sein</i>	1	<i>wunderbar, fantastisch etc. wird vorsichtig sein / wird sich freuen ie no (pro)noun- ambiguous.</i>
7 (i)	<i>(mit dem) Taxi</i>	1	
7 (ii)	<i>Entsetzlich / nicht gut / der Bus ist voll / so/zu viele Leute (not just “viele Leute”) völl viel teuer / teuer(er) als Taxi (Accept: teurer / teuer / nicht so billig)</i>	1	<i>foll toyer</i>

Question	Accept	Mark	Reject
8 (i)	B	1	
8 (ii)	D	1	
9 (i)	C	1	
9 (ii)	E	1	
9 (iii)	A	1	
10 (i)	1 from: <i>man sieht besser / es kostet nicht(s) / alles sehen / besser sehen</i>	1	All incorrect spellings of <i>kostet</i> <i>besser</i>
10 (ii)	<i>Man fühlt sich gut / andere Leute (im Stadion) / mit Fans / (gut) wenn die Mannschaft (man) gewinnt</i> <i>Wenn unsere Mannschaft winnt</i> Past tense	1	<i>gewinnen</i> <i>es ist gut</i> <i>Fan</i> , wrong spellings of <i>Fans</i>
11 (i)	B	1	

Question	Accept	Mark	Reject
11 (ii)	B	1	
11 (iii)	B	1	
12 (i)	<i>Sonne / sonnig / gut / schön / viel Sonne</i>	1	Incorrect spellings of <i>sonnig</i> , unless a right answer is also given which makes it unambiguous eg <i>sehr gut, sonning, viel sonnig</i>
12 (ii)	<i>Wald</i>	1	<i>Incorrect spellings of Wald.</i>
12 (iii)	<i>Mutter / Jochens Mutter / seine Mutter / ihre Mutter Mutter ist sehr streng</i>	1	<i>deine Mutter</i>
13	B C D	3	
14 (i)	He's not eating healthily / He's no fresh food in the house (flat etc) He's <u>got</u> a lot of beer and not enough fresh food.	1	Beer drinking, on its own and with an otherwise correct answer (contamination). He drinks too much, on its own and with an otherwise correct answer (contamination). living healthily
14 (ii)	He's not bothered. / It's no problem. / Tells her not to worry. / He's relaxed.	1	"Don't worry" / "Don't panic" (ambiguous)

Question	Accept	Mark	Reject
14 (iii)	Buy him some <u>healthy</u> food. / Go shopping for him. / Named fruit, veg instead of words “healthy food”	1	
15 (i)	Matthias has got the wrong order / food He’s got meat	1	
15 (ii)	He’s going to have to wait / He’s busy too / He’s no time / The waitress is unhelpful / rude.	1	The service isn’t good enough. The waitresses are rude.
16 (i)	They don’t understand him / They treat him like a child / They don’t treat him like an adult.	1	They don’t trust him. He doesn’t get on well with them. They don’t understand (ie no “him”).
16 (ii)	They won’t let him go on holiday with his girl-friend. / They make all his decisions for him / They treat him like a child (Allow this last only if not used in (i))	1	friend(s) girl-friends
16 (iii)	He’d be the same if he had children. / His parents mean well by him. / His parents want the best for him.	1	They know (what’s) best for him. Anything with “maybe / probably / perhaps”. “Wouldn’t you do the same with your children?” ie direct quote.
	Total	40	