

GCSE 2005

January Series



Mark Scheme

German Specification B

36601/L Module 1 - Listening

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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Dr Michael Cresswell Director General

MODULE 1

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.
 - **t.c.** = tout court **NFP** = no further penalty

**LISTENING TEST
FOUNDATION TIER**

Question	Accept	Mark	Reject
1a	HEINKER – (must be totally correct)	1	
1b	north Germany	1	Germany alone
1c	35	1	
1d (i) (ii)	there are three all girls	2	
1e	famous / footballer / plays for Bayern München (or Munich) / football player / plays football	1	Is called Heinker / likes football
2a	Felix <input data-bbox="504 866 582 938" type="text" value="C"/>		
2b	Sascha <input data-bbox="504 944 582 1016" type="text" value="G"/>		
2c	Peter <input data-bbox="504 1023 582 1094" type="text" value="I"/>		
2d	Dagmar <input data-bbox="504 1101 582 1173" type="text" value="H"/>		
2e	Hannah <input data-bbox="504 1179 582 1251" type="text" value="B"/>		
2f	Robi <input data-bbox="504 1257 582 1329" type="text" value="A"/>	6	

Question	Accept	Mark	Reject						
<p>3a</p> <p>Lena Wo? <input type="text" value="E"/></p> <p>Was? <input type="text" value="K"/></p> <p>3b</p> <p>Dieter Wo? <input type="text" value="F"/></p> <p>Was? <input type="text" value="J"/></p> <p>3c</p> <p>Nadine Wo? <input type="text" value="A"/></p> <p>Was? <input type="text" value="L"/></p>		<p>6</p>							
<p>4a</p> <p>4b</p> <p>4c</p> <p>4d</p> <p>4e</p> <p>4f</p>	<table border="1" style="border-collapse: collapse; width: 100px; height: 100px;"> <tr><td style="text-align: center;">K</td></tr> <tr><td style="text-align: center;">L</td></tr> <tr><td style="text-align: center;">K</td></tr> <tr><td style="text-align: center;">E</td></tr> <tr><td style="text-align: center;">E</td></tr> <tr><td style="text-align: center;">L</td></tr> </table>	K	L	K	E	E	L	<p>6</p>	
K									
L									
K									
E									
E									
L									

Question	Accept	Mark	Reject
5a (i)	(eine) Maus		Mouse
(ii)	(einen langen / schwarzen) Bart / Bard	2	
5b	(in der) Eck(e) / Ecke	1	Ech. Addition of geschickt negates
5c	ein / eins	1	
5d	Garten / draußen / unter den Bäumen	1	Garden, draußen. Addition of Tafel negates
5e	(auf / mit einem) Pferd / mit (ihrem) Vater	1	Vater alone, misspellings of Vater. Incorrect possessive adjectives

Total: 30 marks

LISTENING TEST HIGHER TIER

Question	Accept	Mark	Reject
1a	K		
1b	L		
1c	K		
1d	E		
1e	E		
1f	L	6	
2a(i)	(eine) Maus		Mouse
2a(ii)	(einen langen / schwarzen) Bart	2	
2b	(in der) Ecke	1	Ech. Addition of geschickt negates
2c	ein / eins	1	Garden, draußer. Addition of Tafel negates
2d	Garten / draußen / unter den Bäumen	1	Vater alone, misspellings of Vater.
2e	(auf / mit einem) Pferd / mit ihrem Vater	1	Incorrect possessive adjectives

Question	Accept	Mark	Reject
3a	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">C</div>	1	
3b	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">B</div>	1	
3c	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">B</div> <div style="margin-left: 20px; border: 1px solid black; display: inline-block; padding: 2px 10px;">D</div> Any order	2	
3d	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">D</div> <div style="margin-left: 20px; border: 1px solid black; display: inline-block; padding: 2px 10px;">A</div> Any order	2	
4a	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">A</div>		
4b	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">C</div>		
4c	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">B</div>		
4d	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">B</div>		
4e	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">C</div>		
4f	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">B</div>	6	

Question	Accept	Mark	Reject
Teil A			
5a	<u>kein Geld</u>		
5b	<u>Vater - arbeitslos</u>		
5c	<u>seinem Freund helfen</u>		
5d	<u>Kuchen</u>		
Teil B			
5e	(in der) Pause (für 50 Cent)		Paus. Addition of Kuchen negates.
5f	die Klassenfahrt / mitfahren / nach Hamburg fahren / gehen auf die Reise gehen Hamborg / Hamberg in o.c.r.	6	Hamburg alone nach Hamburg alone (no verb)

Total: 30 marks