

GCSE 2005

January Series



Mark Scheme

German Specification B

36601/R Module 1 - Reading

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

READING 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. Accept
 - T/F/?
 - Target language equivalent as instructed in rubric (eg. V/F/PM)
 - ✓/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.
 - **t.c.** = tout court **NFP** = no further penalty

FOUNDATION TIER

Question	Accept	Mark	Reject	
1a	Incorrect spellings which do not confuse big / in Austria / <u>in the east</u> / of Austria / it's called Graz any buildings mentioned (any two)	2	Österreich, east of Austria i.e. in another country Graz (alone)	
1b	church + any one of: a few / beautiful / old churches (alone)	1	church alone, restaurants, adjectives in isolation	
1c	good food / good / can eat <u>well</u>	1	in town centre	
1d	(go to) cinema / disco / theatre (accept theater) / see film(s) (2 out of 3) Duplication of building(s) alone in 1a and 1d reward only once. If a verb such as "go to" is added in 1d, building + verb can be credited.	2		
2a	Peter <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>A</td></tr></table>	A		
A				
2b	Monika <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>G</td></tr></table>	G		
G				
2c	Kim <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>I</td></tr></table>	I		
I				
2d	Lukas <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>C</td></tr></table>	C		
C				
2e	Chin Noi <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>F</td></tr></table>	F		
F				
2f	Alex <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>B</td></tr></table>	B	6	
B				

Question	Accept	Mark	Reject
3a	Kanada / Canada	6	Montreal in ihrem Haus (alone)
3b	März / Marz		
3c	dreizehn / 13		
3d	Musiker		
3e	René / Angeli		
3f	Frankreich / Kanada		
4a	<input type="checkbox"/> R <input checked="" type="checkbox"/> ✓ <input type="checkbox"/> T	6	N
4b	<input type="checkbox"/> F <input type="checkbox"/> ✗		
4c	<input type="checkbox"/> F <input type="checkbox"/> ✗		
4d	<input type="checkbox"/> R <input checked="" type="checkbox"/> ✓ <input type="checkbox"/> T		
4e	<input type="checkbox"/> NT <input type="checkbox"/> ?		
4f	<input type="checkbox"/> F <input type="checkbox"/> ✗		

Question	Accept	Mark	Reject
5a	Incorrect spellings which do not confuse Tag	1	
5b	zwei	1	
5c	sieben	1	
5d	Fernsehen	1	
5e	toll / hart (these answers are transferable)	2	

Total: 30 marks

HIGHER TIER

Question	Accept	Mark	Reject																		
1a	<table border="1" style="margin-left: 20px;"> <tr> <td style="padding: 5px;">R</td> <td style="padding: 5px;">✓</td> <td style="padding: 5px;">T</td> </tr> <tr> <td style="padding: 5px;">F</td> <td style="padding: 5px;">✗</td> <td></td> </tr> <tr> <td style="padding: 5px;">F</td> <td style="padding: 5px;">✗</td> <td></td> </tr> <tr> <td style="padding: 5px;">R</td> <td style="padding: 5px;">✓</td> <td></td> </tr> <tr> <td style="padding: 5px;">NT</td> <td style="padding: 5px;">?</td> <td style="padding: 5px;">T</td> </tr> <tr> <td style="padding: 5px;">F</td> <td style="padding: 5px;">✗</td> <td></td> </tr> </table>	R	✓	T	F	✗		F	✗		R	✓		NT	?	T	F	✗		6	N
R	✓	T																			
F	✗																				
F	✗																				
R	✓																				
NT	?	T																			
F	✗																				
2a	<p>Incorrect spellings which do not confuse</p> <p>Tag</p>	1																			
2b	zwei	1																			
2c	sieben	1																			
2d	Fernsehen	1																			
2e	toll / hart (these answers are transferable)	2																			

Question	Accept	Mark	Reject
3a	(muss) aufstehen		
3b	(Zeitung) lesen		
3c	(im) Studio / (bei) Radio SMB		
3d	so / zu früh / wollen nicht aufstehen / sie sind zu faul		
3e	(seine) Lieblingssongs / Lieblingscds		
3f	(um) acht Uhr / (bei den) Nachrichten	6	
4a	<input data-bbox="421 834 510 898" type="text" value="A"/> <input data-bbox="555 834 645 898" type="text" value="B"/> (any order)	2	
4b	<input data-bbox="421 917 510 981" type="text" value="B"/>	1	
4c	<input data-bbox="421 1002 510 1066" type="text" value="B"/>	1	
4d (i)	<input data-bbox="421 1085 510 1149" type="text" value="D"/>		
(ii)	<input data-bbox="421 1168 510 1232" type="text" value="A"/>	2	

Question	Accept	Mark	Reject
5a	Jens	6	
5b	Lara		
5c	Pascal		
5d	Sanja		
5e	Lara		
5f	Jens		
initial letters in place of full name			

Total: 30 marks