



# General Certificate of Secondary Education

## German 3662 *Specification B*

### *36604/L Module 4 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.

## 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**

Answers in English will not be credited.

**Foundation Tier**

Question	Accept	Mark	Reject
1 (a)	Klaus <input data-bbox="629 628 698 699" type="text" value="F"/>	1	
(b)	Maria <input data-bbox="629 746 698 817" type="text" value="D"/>	1	
(c)	Peter <input data-bbox="629 880 698 951" type="text" value="B"/>	1	
2 (a)	<input data-bbox="510 1050 580 1120" type="text" value="D"/>	1	
(b)	<input data-bbox="510 1168 580 1238" type="text" value="B"/>	1	
(c)	<input data-bbox="510 1302 580 1372" type="text" value="F"/>	1	

Question	Accept	Mark	Reject
3 (a)	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">C</div>	1	
(b)	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">A</div>	1	
(c)	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">C</div>	1	
(d)	<div style="display: inline-block; vertical-align: middle; margin-right: 20px;"> <div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">A</div> </div> <div style="display: inline-block; vertical-align: middle;"> <div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">D</div> </div>	2	
(e)	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">C</div>	1	

Question	Accept	Mark	Reject
4 (a)	<input type="checkbox"/> <b>A</b> die Schulregeln	1	
(b)	<input type="checkbox"/> <b>C</b> Getränke	1	
(c)	<input type="checkbox"/> <b>C</b> mit Freunden sprechen	1	
(d)	<input type="checkbox"/> <b>A</b> nett	1	
(e)	<input type="checkbox"/> <b>B</b> ihr Zimmer	1	
(f)	<input type="checkbox"/> <b>B</b> Simone telefoniert oft mit Freunden	1	

<b>Question</b>	<b>Accept</b>	<b>Mark</b>	<b>Reject</b>
5(a)	<b>I</b>	1	
(b)	<b>E</b>	1	
(c)	<b>F</b>	1	
(d)	<b>G</b>	1	
(e)	<b>H</b>	1	
(f)	<b>C</b>	1	

Question	Accept	Mark	Reject
6 (a)	<input type="checkbox"/> C	1	
(b)	<input type="checkbox"/> B	1	
(c)	<input type="checkbox"/> C	1	
(d)	<input type="checkbox"/> B <input type="checkbox"/> D    Any order	2	
(e)	<input type="checkbox"/> A	1	

**Foundation Paper Total Marks = 30**

### Higher Tier

Question	Accept	Mark	Reject
1(a)	<input data-bbox="510 475 580 549" type="checkbox"/> I	1	
(b)	<input data-bbox="510 596 580 670" type="checkbox"/> E	1	
(c)	<input data-bbox="510 719 580 793" type="checkbox"/> F	1	
(d)	<input data-bbox="510 847 580 920" type="checkbox"/> G	1	
(e)	<input data-bbox="510 967 580 1040" type="checkbox"/> H	1	
(f)	<input data-bbox="510 1086 580 1160" type="checkbox"/> C	1	



Question	Accept	Mark	Reject
2 (a)	<input type="checkbox"/> C	1	
(b)	<input type="checkbox"/> B	1	
(c)	<input type="checkbox"/> C	1	
(d)	<input type="checkbox"/> B <input type="checkbox"/> D   Any order	2	
(e)	<input type="checkbox"/> A	1	

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

Question	Accept	Mark	Reject
5(a)	(neue) Disko/ Disco Ignore misspellings of Street name	1	(use of future tense in a – c)
(b)	(i) and (ii) any TWO from: hat / hatte <b>nur</b> 40 euro / Monika (musste) Getränke <b>bezahlen</b> / kaufen / Eintritt <b>zu</b> teuer / hat / hatte nicht genug / viel Geld / wusste den Eintritt nicht / Eintritt 20 Euro pro Person / für jeden	2	20 / 40 Euro alone
(c)	(i) and (ii) any TWO from: <b>ungern</b> Getränke bezahlt / wollte Getränke nicht bezahlen / (total) launisch / nicht (mehr) <b>mit Kai / ihm / ihn / er</b> gesprochen / (wurde immer) unfreundlicher	2	nicht mit <u>ihr</u> / sie gesprochen
(d)	(sie / es / er ist) kostenlos / von Mädchen hat Kai die Nase voll / war ohne Monika / keine Mädchen da / hat (einen) Gutschein / (einen) Voucher von seinem Vater	1	Es <u>war</u> kostenlos <u>ihr</u> Vater

**Higher Paper Total Marks = 30**