



**General Certificate of Secondary Education
June 2012**

German

46652H

(Specification 4665)

Unit 2: Reading (Higher)

Mark Scheme

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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.

Further copies of this Mark Scheme are available from: aqa.org.uk

Copyright © 2012 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

READING TESTS

Notes on the Marking Scheme

Non-verbal Answers

Follow the mark scheme as set out.

Verbal Answers

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. 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 an 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/?
 - ✓/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.
 - **NFP** = no further penalty
7. Where a candidate has crossed out an answer and what was underneath remains legible then it should be assessed. Where part of an answer is crossed out then only what remains should be considered.
8. Where a candidate spells the answer in such a way that it is a word in the target language, no credit can be awarded.
9. If a candidate offers two different responses in English or in the target language eg dog (cat) or dog (Katze) where the answer is dog, no credit can be awarded.

JUNE 2012 READING

HIGHER TIER

Question	Accept	Mark	Notes
1	B, C, E, F (In any order)	4	

Question	Accept	Mark	Notes
2 (a)	(Outside / near / next to a) supermarket	1	Reject: car park (alone)

Question	Accept	Mark	Notes
2 (b)	Couldn't find / see car / couldn't remember where he parked / forgot where he parked / couldn't find it (i.e car)	1	Reject: car has disappeared / wasn't there / gone / stolen NB Answers such as Couldn't find car / keys = ambiguous, therefore reject

Question	Accept	Mark	Notes
2 (c)	Two / 2 / a couple of hours	1	

Question	Accept	Mark	Notes
2 (d)	Pedestrian / Passer-by / walker / someone walking by	1	Reject: hiker / another shopper / member of the public

Question	Accept	Mark	Notes
2 (e)	(Their) son	1	Reject: their child Ignore spelling of their / there

Question	Accept	Mark	Notes
3 (a)	K	1	

Question	Accept	Mark	Notes
3 (b)	O	1	

Question	Accept	Mark	Notes
3 (c)	O	1	

Question	Accept	Mark	Notes
3 (d)	K + O	1	

Question	Accept	Mark	Notes
3 (e)	K	1	

Question	Accept	Mark	Notes
4	G, B, A, D (In this order)	4	

Question	Accept	Mark	Notes
5 (a)(i)	Put together / made a photo album (of his experiences) / put the photos in an album / sent the firm a photo album Made a photo album of her pictures (wrong gender does not invalidate answer)	1	Answer must suggest <u>assembling</u> an album i.e not looking at / sorting Reject: collected a photo album

Question	Accept	Mark	Notes
5 (a)(ii)	Put it (on display) in the <u>waiting room</u> / <u>reception</u> (of the office)	1	Reject: put in it the office (alone)

Question	Accept	Mark	Notes
5 (b)(i)	Dissatisfied / Didn't like it / it was bad / unhappy / annoyed / wasn't as good as expected	1	Must express a negative opinion Reject: It was cheap

Question	Accept	Mark	Notes
5 (b)(ii)	They were in a cheap guest house (B & B) and <u>not in a 4* hotel</u> / It wasn't the standard advertised in the brochure / It wasn't a 4* hotel	1	Reject: It was cheap (alone) Reject: It looked different in the brochure / the brochure described it wrongly / was misleading Reject: 5* hotel / Vier-Sterne-Hotel (as hotel name)

Question	Accept	Mark	Notes
5 (c)(i)	Their luggage was missing / was lost (when they arrived at the hotel) / The luggage was delivered to the wrong hotel	1	

Question	Accept	Mark	Notes
5 (c)(ii)	The firm sent a <u>text to apologise</u> .	1	Must mention text and apology

Question	Accept	Mark	Notes
6 (a)	In any order: They are single parents They met via the internet / on-line	2	Reject: Parents who live alone / They aren't married / They are divorced / foster parents

Question	Accept	Mark	Notes
6 (b)	To live / move in / get together	1	

Question	Accept	Mark	Notes
6 (c)	Badly / They (begin to) argue <u>more</u> (and more) (often) / It gets worse	1	Must imply relationship gets worse. Reject: They argue often Not very well

Question	Accept	Mark	Notes
6 (d)	They get on well / It's good / Love one another / Very close	1	

Question	Accept	Mark	Notes
6 (e)	In any order: Marry Live / Go abroad	2	Reject: Live in Austria / Australia

Question	Accept	Mark	Notes
6 (f)	He thinks it will be a real pleasure / experience / He thinks it is good / A must-see film / A film to recommend	1	Reject: a true story/ a good film for children / all the family

Question	Accept	Mark	Notes
7	<p>Three of the following:</p> <p>Paragraph title: Shop near where you live Reason: One of:</p> <p>A 20km round trip uses a lot of petrol / is not environmentally friendly</p> <p>If you shop near home, you walk / cycle and <u>that's better for your health</u></p> <p>Paragraph title: Take your own / a (shopping) bag with you Reason: One of:</p> <p><u>Taking a new plastic bag</u> each time isn't environmentally friendly</p> <p>Plastic bags cost money</p> <p>Plastic bags don't bio-degrade</p> <p>A cotton bag only costs a few cents</p> <p>A cotton bag can be re-used over and over again</p> <p>Paragraph title: Only buy products which come from (your) region Reason: One of:</p> <p>A lot of fruit comes from the other side of the world and that generates a lot of CO₂</p> <p>Buying regional things avoids unnecessary transport</p> <p>Food tastes better because it is properly ripe</p> <p>Paragraph title: Learn to cook Reason: One of:</p> <p>If you buy ready meals they lie in the fridge for weeks and use a lot of energy.</p> <p>Freshly cooked meals taste (much) better.</p>	6	<p>First, award mark for paragraph heading NB This must be accurate e.g Para 3: Don't buy products from abroad = 0</p> <p>Then award mark for reason. Must come from same para.</p> <p>NB Reason can be right, even if heading is wrong.</p> <p>Accept: re-usable bag</p>

Question	Accept	Mark	Notes
8 (a)	He <u>can't get up</u> / <u>finds it hard to get up</u> in the morning / It's too early <u>for him</u>	1	Reject: 8 o'clock is too early to be at school. It's too early (alone) Likes to stay in bed in the morning

Question	Accept	Mark	Notes
8 (b)	Starting (the first lesson) <u>at 9 o'clock in the winter</u> / Start an hour later <u>in winter</u>	1	

Question	Accept	Mark	Notes
8 (c)	Otherwise he wouldn't get home before 3pm / He wouldn't have time for sport / In winter it's dark at 4pm	1	Reject: He gets home later

Question	Accept	Mark	Notes
8 (d)(i)	"Larks": go to bed early and get up early	1	Must have both parts: early bed / early rise
8 (d)(ii)	"Owls" : (prefer to) go to bed <u>after (at) midnight</u> and sleep longer in the morning	1	Must have both parts: night / morning Reject: in the middle of the night

Question	Accept	Mark	Notes
8 (e)	(From the age of 12) children's inner clock changes	1	
8 (f)	They concentrate better <u>in the late morning</u>	1	

Higher Paper Total = 45 Marks

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion