



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education (9–1)

---

**GERMAN**

**7159/01**

Paper 1 Listening

**For examination from 2019**

MARK SCHEME

Maximum Mark: 45

---

**Specimen**

---

This document consists of **9** printed pages and **1** blank page.

**1 General Marking Principles**

**1.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, and award marks accordingly.**

The following marking principles underpin the detailed instructions provided in Section 2 of the Mark Scheme. **Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.** Often the general principles will have to be weighed up against each other, e.g. the answer might pass the look-alike test (1.5 (b)), but if the candidate has produced an answer that is another word in German they will not score (1.6).

**1.2 Crossing out:**

<b>(a)</b>	If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
<b>(b)</b>	If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

**1.3 More than the stipulated number of boxes ticked/crossed by the candidate:**

<b>(a)</b>	If more than one attempt is visible, but the candidate has clearly indicated which attempt is his/her final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.
<b>(b)</b>	If two attempts are visible (e.g. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
<b>(c)</b>	Where candidates must tick a number of boxes (e.g. tick the 6 true statements) and tick too many, apply the following rule: deduct the number of 'extra' answers indicated by the candidate from their number of correct answers. The remaining number is the mark awarded, e.g. the candidate is asked to tick 6 statements, but ticks 8. 5 of the ticks are correctly placed, but 2 are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3.
<b>(d)</b>	Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is explicit indication from the candidate as to which is his/her final answer.

**1.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:**

<b>(a)</b>	Both correct answers on line 1 and line 2 blank = 2.
<b>(b)</b>	Both correct answers on line 1 and line 2 wrong = 1. (or vice-versa)

**1.5** Answers requiring the use of German (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies provided the message is clear.

<b>(a)</b>	'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
<b>(b)</b>	Look-alike test: does what the candidate has written look like the correct answer?
<b>(c)</b>	Accept incorrect gender or person unless Mark Scheme specifies otherwise.
<b>(d)</b>	Accept incorrect possessive adjectives, e.g. <i>mein, dein, sein</i> etc., unless Mark Scheme specifies otherwise.
<b>(e)</b>	Accept incorrect tense unless Mark Scheme specifies otherwise.
<b>(f)</b>	Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
<b>(g)</b>	Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

**1.6** Unless the Mark Scheme specifies otherwise, **do not accept incorrect German if the word given means something else in German.**

(Incorrect German which constitutes a word in any language other than German is marked (i) on the basis of whether it is accepted or refused in the Mark Scheme and (ii) if not mentioned in the Mark Scheme, on the basis of 1.5 above).

**1.7** **Where words are combined or split inappropriately do not award the mark**, e.g. 'Su permarkt' (inappropriate splitting or combination is an indication that the candidate has not understood).

**1.8** Annotation used in the Mark Scheme:

<b>(a)</b>	INV = Invalidation and is used when additional material included by the candidate is judged to invalidate an otherwise correct answer thus preventing him/her from scoring the mark (INV = 0).
<b>(b)</b>	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
<b>(c)</b>	HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
<b>(d)</b>	BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

**1.9** No response and '0' marks**Award NR (No Response):**

If there is nothing written at all in the answer space or

If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or

If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

**Award 0:**

If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

**1.10 Extra material: Section 3**

It is the candidate's responsibility to answer questions in such a way as to demonstrate to the Examiner that s/he has understood the recorded material. Where candidates introduce extra, irrelevant material to an otherwise correct answer the danger is that the Examiner is being forced to 'choose' the correct answer and s/he cannot be certain that the candidate has shown understanding. Where the Examiner is put in this position the mark cannot be awarded. The Detailed Mark Scheme cannot cover all eventualities and where specific instructions are not provided, Examiners must check the transcript to ensure the correct elements which would qualify for the mark are not contradicted or distorted by any extra material. The following, general, rules should be applied:

<b>(a)</b>	Extra material, mentioned in the Mark Scheme, which reinforces the correct answer or in itself constitutes an alternative correct answer:	this is acceptable and is not penalised
<b>(b)</b>	Extra material which constitutes an alternative answer, <b>but which is not explicitly mentioned in the Mark Scheme:</b>	the Examiner needs to decide, by consulting the transcript and the Team Leader if necessary, whether the alternative answer constitutes: (i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded (ii) or an answer which on its own would be refused, in which case this falls into category (c) and the answer should be refused
<b>(c)</b>	Extra material which constitutes an alternative answer <b>specifically refused in the Mark Scheme:</b>	this puts the Examiner in the position of having to 'choose' which is the candidate's 'final' answer – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
<b>(d)</b>	Extra material which distorts or contradicts the correct answer:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
<b>(e)</b>	Extra material introduced by the candidate and which does not feature in the original transcript:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded.

**2 Detailed Mark Scheme****Section 1 Exercise 1**

Question	Answer	Marks	Guidance
1	B	1	
2	D	1	
3	C	1	
4	A	1	
5	A	1	
6	B	1	
7	D	1	
8	A	1	

**Section 1 Exercise 2**

Question	Answer	Marks	Guidance
9	b	1	
10	4 / vier	1	Refuse: viel
11	A	1	
12	A	1	
13	Mai / Mei / May / Maj	1	
14	250	1	
15	C	1	

**Section 2 Exercise 1**

Question	Answer	Marks	Guidance
16	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <input style="width: 30px; height: 20px; margin-right: 5px;" type="checkbox"/> (a)         </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <input checked="" style="width: 30px; height: 20px; margin-right: 5px;" type="checkbox"/> (b)         </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <input style="width: 30px; height: 20px; margin-right: 5px;" type="checkbox"/> (c)         </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <input style="width: 30px; height: 20px; margin-right: 5px;" type="checkbox"/> (d)         </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <input checked="" style="width: 30px; height: 20px; margin-right: 5px;" type="checkbox"/> (e)         </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <input checked="" style="width: 30px; height: 20px; margin-right: 5px;" type="checkbox"/> (f)         </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <input checked="" style="width: 30px; height: 20px; margin-right: 5px;" type="checkbox"/> (g)         </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <input checked="" style="width: 30px; height: 20px; margin-right: 5px;" type="checkbox"/> (h)         </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <input style="width: 30px; height: 20px; margin-right: 5px;" type="checkbox"/> (i)         </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <input style="width: 30px; height: 20px; margin-right: 5px;" type="checkbox"/> (j)         </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <input style="width: 30px; height: 20px; margin-right: 5px;" type="checkbox"/> (k)         </div> <div style="display: flex; align-items: center;"> <input checked="" style="width: 30px; height: 20px; margin-right: 5px;" type="checkbox"/> (l)         </div> </div>	<b>6</b>	A mark out of 6 is entered for the whole exercise.

**Section 2 Exercise 2: Part 1**

Question	Answer	Marks	Guidance
17	Essen / Gesundes Essen	1	
18	drei	1	
19	erlaubt / ungesund / gut / dürfen / allaubt (must have a p/b sound)	1	<b>Refuse:</b> alaut
20	Pizza / Essen	1	
21	Großeltern / Opa / Oma	1	<b>Refuse:</b> Oper

**Section 2 Exercise 2: Part 2**

Question	Answer	Marks	Guidance
22	er mag es nicht / es schmeckt ihm nicht / schmeckt (ignore pronouns)	1	<b>Refuse:</b> Vegetarier as evident from Q19
23	Käse / Eier / Honig / Kesse	1	<b>Refuse:</b> Kasse / Kaiser
24	(Nur) seine / die Mutter / Mütter	1	
25	vegetarisch / vegetarier / Vegetarian / Obst und Gemüse	1	

**Section 3 Exercise 1**

Question	Answer	Marks	Guidance
26	C	1	
27	D	1	
28	A	1	
29	B	1	
30	C	1	
31	D	1	



**Section 3 Exercise 2**

Question	Answer	Marks	Guidance
32	(von) Facebook	1	
33	die Jungen woll(t)en etwas gemeinsam / zusammen machen Sie gehen auf die Uni / auf Unis gehen Es waren die letzten Ferien Ihre / seine letzten Ferien	1	<b>Refuse:</b> Letzte Ferien <b>tc</b>
34	mit dem Rad(bis) Dänemark / Denmark / denmark 9 Tage / Neun / neun	1	any 1 for 1 mark
35	(viel zu) anstrengend (Das sind) keine Ferien verrückt	1	
36	müde / kaputt	1	
37	es ist billig(er) mit dem Rad / (es ist) keine große Herausforderung (mit der Bahn zu fahren) / Teuer / kostet viel sie woll(t)en etwas Anderes / Besonderes machen / sie wollten eine große Herausforderung (ignore pronouns)	2	any 2 for 2 marks <b>Refuse:</b> Billige <b>tc</b> Ausforderung Es ist besser als Auto Etwas Besonderes <b>tc</b>
38	sie waren enttäuscht / nicht so glücklich / schlecht	1	
39	ins Ausland / (er möchte eine Fahrradtour) in einem anderen Land (machen) in anderen Laendern	1	<b>Refuse:</b> Er weiss nicht <b>tc</b>

**BLANK PAGE**