



GCSE

German

8668/LH

Paper 1 Listening Higher Tier

Mark scheme

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Version 1.0 Final

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Mark schemes are prepared by the Lead Assessment Writer 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 associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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

Listening and Reading tests

General principles of marking

Non-verbal answers

Follow the mark scheme as set out.

Verbal answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. 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 target language. A separate assessment of spelling, punctuation and grammar is not required 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 student 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/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 (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section. Eg, in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.

2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.

3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.

4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.

5. .../. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.

6. In questions which are T/F/? or √/X/? in either Section A or Section B, a mix and match approach should be tolerated and credit given where it is clear and unambiguous (eg consistent use by the candidate). If candidates write 'True' instead of 'V' for Vrai in Section B, this should also be credited despite the wrong language being used.

7. The following general principles should be applied in relation to answers in the target language in Section B:

- a) incorrect personal pronouns – accept (unless this causes ambiguity)
- b) incorrect possessive adjectives – accept (unless this causes ambiguity)
- c) wrong gender – accept (unless this causes ambiguity)
- d) infinitive – will normally communicate without ambiguity, so should be accepted
- e) wrong tense – accept as long as student comprehension is not in question
- f) minor spelling errors – accept as long as the answer is understandable with no ambiguity. In Section B, this means that even if the spelling error results in the creation of a word in another language, including English, then provided it is a recognisable attempt at a spelling in the target language, it will be credited.

0 1	Celebration last month	Celebration this week	Celebration next month
Felix	Christmas	Key idea: <u>mother's</u> birthday (1 mark)	Key idea: (Saint) Valentine's (Day) (1 mark)
		Accept:	Accept: Valentine
		Reject: birthday (by itself); Mother's Day	Reject:

0 2	Birthday activity last year	Birthday activity this year	Birthday activity next year
Katrin	Key idea: trip to the beach / went to the beach / went to the seaside / went to the coast (1 mark)	a meal in a restaurant	Key idea: <u>weekend</u> in a <u>hotel</u> (1 mark)
	Accept: day out / day trip to the beach; travel to the beach; to the beach (idea of going there); going to the strand (= beach)		Accept:
	Reject: beach (by itself – needs the idea of a trip); going to Strand (place name?); any answer that refers to flying / flight / planes; any answer that refers to going abroad; any answer that refers to a holiday (e.g. beach holiday)		Reject: stay in a hotel (no reference to weekend); go to a hotel (no reference to weekend); weekend away (no reference to hotel);

Question	Accept	Mark
03	E	1
04	C	1
05	B	1
06	G	1
07	A	1

Question	Accept	Mark
08.1	B	1
08.2	C	1

Question	Key idea	Accept	Reject	Mark
09	<p><u>meeting</u> new people;</p> <p><u>experiencing</u> new cultures</p> <p>(1 from 2)</p>	<p>getting to know new people; new people who come to the country (accept “town”); new people come and see the country (accept “town”) you can learn about other people;</p> <p>people learn about other cultures / their culture</p> <p>foreigners visiting Switzerland / the country (accept “town”); people can learn about the country (accept “town”/“place”)</p>	<p>new people (by itself) (too vague – needs a verb to get across the idea of meeting new people);</p> <p>new cultures (by itself) (too vague – needs a verb to get across the idea of experiencing new cultures);</p> <p>you can learn new things (too vague);</p> <p>important for work; creates work/jobs (any reference to work is incorrect)</p>	1

Question	Key idea	Accept	Reject	Mark
10	<p>tourists / they have no respect for nature / the environment / the town (accept “the land”/“the country”)</p>	<p>tourists / they pollute the town with their cars/rubbish; tourism / it causes pollution; tourists / they drop litter</p>	<p>tourists have no respect (by itself); nature (by itself); cars (by itself); pollution (by itself); rubbish (by itself)</p>	1

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Question	Accept	Mark
11	A	1
12	D	1
13	E	1

Question	Accept	Mark
14	A	1

Question	Accept	Mark
15	N	1
16	P	1
17	P + N	1
18	P	1

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Question	Key idea	Accept	Reject	Mark
19	it was <u>too</u> long; he couldn't follow the story / plot (1 from 2)	it was so long; it was very long; took too long to watch; he couldn't understand the story; story / plot didn't make sense; he couldn't follow it; it was too long and complicated; it was too complicated; tolerate English mis-spelling: "it was to long"	it was long / long film (no mention of excessive length); any answer with "history" in it; any reference to "historic(al)" (this might contaminate an otherwise correct response – see 1b above); it was too long and boring (second part contaminates an otherwise correct response – see 1b above) the story was bad; there was no story; there were lots of long scenes	1

Question	Key idea	Accept	Reject	Mark
20	the <u>ending</u> was (very) <u>exciting</u>	of the exciting ending; accept “thrilling” / “intense” for “exciting”; tolerate English mis-spelling: “the ending was exiting”	ending (with no mention of exciting); the ending was relaxing; it was exciting (no reference to the ending) the ending was good / fun (too vague); exciting (with no mention of the end); any mention of the beginning of the film might contaminate an otherwise correct answer (ignore: “she didn’t like the beginning of the film” but an answer which says that the beginning of the film was exciting / good etc. is wrong)	1

Question	Key idea	Accept	Reject	Mark
21	it's <u>the best entertainment</u> ;	he doesn't care whether the film	the best way to pass / spend	1

		is good or bad; it's the most entertaining thing that there is; it's <u>very / so</u> entertaining (but reject "it's entertaining" without a qualifier which implies that it's very entertaining / the best entertainment)	time (too vague); best hobby / thing to do (too vague); best way to see / watch films; it's the best; best experience / atmosphere; best way to see if a film is good or bad	
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Question	Key idea	Accept	Reject	Mark
22.1	<u>In the last 4 weeks</u> (accept: in the last month) Julius / he has been <u>absent for 6 days</u> (need both parts for the mark)	he has missed 6 days in the last 4 weeks (accept: in the last month); he has been absent <u>6 times in the last 4 weeks</u>	any answer that does not mention both 6 days and 4 weeks/1 month; any answer with the wrong figures	1

Question	Key idea	Accept	Reject	Mark
22.2	he has been looking after her / caring for her while she was ill (both parts needed for the answer)		he has been taking care of his mother (without reference to her being ill); she has been ill (without reference to Julius looking after her); she has been ill and couldn't take him to school; he has been ill	1

Question		Key idea	Accept	Reject	Mark
23.1	Advantage	she knows what her friends are doing/up to	ask her friends if she can join in with what they are doing;	make new friends; connect with her friends (too vague); keep in touch with / keep up with her friends (too vague); talk to her friends (too vague); find out what's wrong with her friends	1
	Disadvantage	it's addictive	she is hooked on it / can't stop using it; she spends <u>too much</u> time on social media (needs reference to <u>excessive</u> length of time); it's addicting; she might become obsessed with social media	she spends a lot of time on social media (no reference to excessive length / being addicted to it)	1

Question		Key idea	Accept	Reject	Mark
23.2	Advantage	<u>learn</u> a (new / foreign) language	language learning; learning languages	any reference to a specific language (e.g. “he can learn French”); can translate a language; can speak a language (with no reference to learning one); any reference to other activities you can do with an app (e.g. ordering food)	1
	Disadvantage	security concerns	safety concerns; lack of security / safety; risk of it being unsafe; it might not be safe; it’s easy to get viruses; he might get a virus; there’s a risk somebody might send him a virus	security (by itself) (too vague); it’s not safe (needs some idea of <u>risk or possibility</u> of not being safe to be creditworthy); he might send somebody a virus; there’s a risk / it’s risky (too vague); you can get bullied;	1

				<p>people are always on their phones; virus(es) (too vague); it's dangerous (needs some idea of <u>risk or possibility</u> of being dangerous to be creditworthy)</p>	
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Question	Accept	Mark
24	C	1
25	D	1
26	B	1

Question	Accept	Mark
27	A C D (in any order)	3

Question	Accept	Mark
28		2

	A B (in any order)	
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Question	Accept	Mark
29	B C (in any order)	2

Question	Accept	Mark
30	B D (any order)	2

Question	Accept	Mark
31.1	A	1
31.2	D	1

Question	Accept	Mark
32.1	P	1
32.2	N	1

Question	Key idea	Accept	Reject	Mark
33.1	(in einem) Heim für Obdachlose	(in einem) Obdachlosenheim (in einem) Obdachlosenhaus Tolerate: Obdachlosheim / Obdachloseheim / Obdachloserheim (or with –haus on the end) Heim für (tolerate “für”) Obdachlosen/Obdachloser	any answer in English; reject any answer with “Obdachloss” (double s = different sound); reject any answer with “ck” or “k” in the middle (different sound); reject any answer with “for” (English word); Heim (by itself);	1

Question	Key idea	Accept	Reject	Mark
33.2	sie will, dass Drogensüchtige (lernen, wie sie) ein <u>neues</u> <u>Leben beginnen</u> (können) [look for the words <u>neu</u> and <u>Leben</u> and <u>beginnen</u> , and then check if the candidate’s answer makes sense]	acceptable responses must get across the idea of drug addicts starting a new life. There is no need to refer to Mia wanting them to learn how to do this. So, accept: sie können ein neues Leben beginnen; sie lernen, ein neues Leben zu beginnen; accept wrong gender of Leben and wrong adjectival ending (e.g. „eine neue Leben“);	sie können ein neues Leben bekommen; sie lernen ein neues Leben; sie kann.... (ambiguous – refers to Mia not to drug addicts); reject “lernen” (English spelling); any answer in English;	1

		tolerate „begginen“		
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Question	Key idea	Accept	Reject	Mark
34.1	(er ist) erkältet; (er hat) eine Erkältung	Tolerate mis-spelling „erkeltet“ / „Erkeltung“ / „erkelltet“ / „Erkeltung“ (approximately the same sound); Tolerate „er hat erkältet“; accept first-person answers („ich bin erkältet“)	“erkaltet” / “Erkaltung” / “erkählet” / “Erkältung” (not the same sound); er ist krank (too vague) any answer that mentions smoking might contaminate an otherwise correct response (ignore “he doesn’t smoke any more” but any answer which says that he smokes is wrong)	1

Question	Key idea	Accept	Reject	Mark
34.2	(er soll / muss) zum Arzt gehen, wenn er (sich) nicht besser fühlt [need both ideas for the mark – going to the doctor if he doesn’t feel better]	accept first-person answer: Ich soll / muss zum Arzt gehen, wenn ich (mich) nicht besser fühle; tolerate „Artz“ / „Arztz“ / „Artzt“ / „fuht“ / „er sollt“ / „er musst“; ignore „nächste Woche“ (or attempt at this phrase);	er geht zum Arzt (without any mention of if he doesn’t feel better); “füllen” (different verb); “wenn er nicht besser ist” (wrong meaning); “wenn er nicht besser geht” (wrong meaning); “wenn er nicht verbessert” (doesn’t make sense)	1