



GCSE German

8668/LF-Paper 1 Listening Foundation
Mark scheme

June 2018

Version/Stage: 1.1 Final

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.

Question	Accept	Mark
01	C	1
02	B	1

Question	Key ideas	Accept	Reject	Mark
03.1	tomato soup		omelette; soup (by itself); tomato (by itself); tomato salad; no olives (does not answer the question)	1

Question	Key ideas	Accept	Reject	Mark
03.2	ham		olives; chicken; bacon; meat (too vague)	1

Question	Accept	Mark
04	B	1
05	B	1
06	A	1

Question	Key ideas	Accept	Reject	Mark
07	sunny (weather)	sun(shine) the weather's meant to be sunny / it's supposed to be sunny	because the weather is good / nice / lovely (too vague); weather (by itself)	1

Question	Key ideas	Accept	Reject	Mark
08	on the coast	by the sea; at the seaside; by the coast; by the beach in a flat / apartment	near the coast; in the coast any other type of accommodation (even with 'on the coast')	1

Question	Key ideas	Accept	Reject	Mark
09	(go to / visit the) museums	(see the) museums	museum (singular)	1

Question	Accept	Mark
10.1	A	1
10.2	B	1

Question	Accept	Mark
11.1	C	1
11.2	B	1

Question	Key ideas	Accept	Reject	Mark
12.1	(at least) thirty (30) minutes	half an hour	thirty (without minutes)	1

Question	Key ideas	Accept	Reject	Mark
12.2	walking; dancing <i>(1 from 2)</i>	going for a walk; dance	hiking; jogging; running	1

Question	Key ideas	Accept	Reject	Mark
12.3	don't eat (too) fast <u>eat</u> (lots of) vegetables (every day) <i>(1 from 2)</i>	eat slowly	eat fast don't eat vegetables; eat fruit; eat fruit and vegetables only eat healthy foods (too vague)	1

Question	Accept	Mark
13	B	1
14	C	1
15	A	1

Question	Key ideas	Accept	Reject	Mark	
16	Type of film this week	cartoon	animated (film); animation	other types of film	1
	Type of film next week	comedy	comic (film); funny (film)	other types of film	1

Question	Key ideas	Accept	Reject	Mark	
17	Last week's programme was about	German history	history of Germany	German stories; history (without 'German')	1
	Next week's programme is about	work of the police/police work any answer which implies the day-to-day work of the police force	what the police do; police jobs	work(ing) with / for / in / at the police; jobs in the police (force) any answer which implies becoming a police officer	1

Question	Accept	Mark
18.1	B	1
18.2	A	1
18.3	B	1

Question	Accept	Mark
19	B	1
20	G	1
21	E	1
22	C	1
23	D	1

Question	Accept	Mark
24	B	1
25	A	1

Question	Accept	Mark
26.1	A	1
26.2	C	1

Question	Accept	Mark
27	C and D (any order)	2

Question	Key ideas	Accept	Reject	Mark
28	sie ist (sehr) romantisch; sie möchte / will Kinder (haben) (1 from 2)	ich bin romantisch	(es ist) romantisch (does not answer the question); sie sind romantisch (ambiguous)	1
		romantisch (same sound) Refer to 7F in the General principles of marking regarding acceptable spellings here	romantich / romantick (not the same sound)	
		(zu) Kinder haben / Ich möchte Kinder (haben) / (zu) haben Kinder	mochte / wollte (different tense, different meaning) / sie möchten / sie möchtest / sie wollen / sie willst (ambiguous)	
		sie möchte / will ein Kind (haben) tolerate 'sie möchtet' / 'sie willt'	sie möchte <u>auf</u> Kinder haben (meaning unclear)	
		Kinde haben (same sound)	Kinder (by itself) Kinder habe (ambiguous)	
Kindern haben	Kinden haben any answers in English			

Question	Key ideas	Accept	Reject	Mark
29	eine schlechte Idee	schlecht(e); accept sh- and –ct / -ckt / -kt; eine schlecht Idee schrecklich negativ(e); nicht gut (er ist) (ich bin) dagegen / nicht dafür / mag nicht (but tolerate nicht mag) er möchte nicht heiraten tolerate misspelling of Ehe but REJECT Ehre (different word) / Ehr	schwierig (any answer with 'schwierig' contaminates – eg reject 'schlecht und schwierig' 'Idea' (e.g. 'eine schlechte Idee' – the English word, when spoken, would not be recognisable in German) any answers in English	1