



GCSE German

8668/LH-Paper 1 Listening Higher
Mark scheme

June 2018

Version/Stage: 1.0 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	Key ideas		Accept	Reject	Mark
01	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
02	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	work (police) what the police do / police jobs / police at work	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
03	B	1
04	G	1
05	E	1
06	C	1
07	D	1

Question	Accept	Mark
08.1	A	1
08.2	A	1

Question	Accept	Mark
09	B	1

Question	Key ideas	Accept	Reject	Mark
10	air pollution	air quality too much traffic	pollution (by itself) recycling litter on the streets	1

Question	Key ideas	Accept	Reject	Mark
11	technology <u>will</u> find new answers to the problem(s) (must refer to technology, answers / solutions and the future)	technology <u>will</u> solve the problem(s) technology <u>will</u> make things better	technology (by itself) technology is (getting) better (by itself)	1

Question	Accept	Mark
12	E	1
13	A	1
14	B	1

Question	Key ideas	Accept	Reject	Mark
15	hours of work (answers must refer to length of time spent at work)	work(ing) hours she can't work part-time / she has to work full-time long working hours / she works very long shifts	she works too much (too vague) it's a part-time job the hours are not good (too vague – could refer to when she wants to work) it's tiring (by itself) working outside	1

Question	Key ideas	Accept	Reject	Mark
16	you can choose when you work / he can choose when he works	you can work when you want / he can work when he wants to	you (must) work at the weekend (not an advantage) doesn't have to work at the weekend he can do what he wants (too vague – the key idea is about choosing when you want to work) it's a hard life	1

Question	Key ideas	Accept	Reject	Mark
17	it has positive and negative aspects it is not so important (for her) / it's not very (really / that) important / her friends are more important than work <i>(1 from 2)</i>	there are good and bad things about it / advantages and disadvantages / (it is) good and bad	any mention of working with her friends or her friends' work it is not important	1

Question	Accept	Mark
18	P + N (<u>or</u> N + P)	1
19	P	1
20	N	1
21	P	1

Question	Key ideas	Accept	Reject	Mark
22.1	losing weight	being overweight; weight loss; being fat; weight; obesity	being too thin	1

Question	Key ideas	Accept	Reject	Mark
22.2	being overweight / it <u>leads to / causes</u> illnesses / diseases / health problems (must refer to future consequences)	being fat can make you ill / cause diseases it could turn into something more serious / worse it could have long-term effects	any mention of specific diseases	1

Question	Key ideas		Accept	Reject	Mark
23.1	Advantage	public transport	environmentally-friendly transport	Public transport is quick / cheap (incorrect information) transport (by itself)	1
	Disadvantage	shopping (possibilities)	shops the shops are bad / not good; there aren't many good shops lots of shops have closed; not many shops	there are no shops shops are closed (could refer to closing times) shopping centre / department stores (too specific)	1

Question	Key ideas		Accept	Reject	Mark
23.2	Advantage	(tourist) sights / attractions	tolerate 'sites' lots of visitors / tourists		1
	Disadvantage	expensive housing	houses/flats cost lots of money high rents young people have to move away	expensive (by itself – doesn't say what is expensive)	1

Question	Accept	Mark
24	B, E, F (in any order)	3

Question	Key ideas	Accept	Reject	Mark
25	slow down <u>when it's raining</u>	drive (more) slowly / carefully <u>in rain</u>	drive more slowly (with no mention of rain) travel slowly in rain (too vague) drive slowly in bad weather (too vague)	1

Question	Key ideas	Accept	Reject	Mark
26	(don't forget to) wear your seat belt	seat belts save lives	seat belt (by itself)	1

Question	Key ideas	Accept	Reject	Mark
27	take a break <u>every two hours</u> (when driving) driving when tired is <u>dangerous</u> (1 from 2)	stop driving after two hours	take a break (by itself); take a 2 hour break	1

Question	Accept	Mark
28	B, C (in any order)	2

Question	Accept	Mark
29	B, D (in any order)	2

Question	Accept	Mark
30	C and D (in any order)	2

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

Question	Key ideas	Accept	Reject	Mark
32	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

Question	Accept	Mark
33.1	P + N (<u>or</u> N + P)	1
33.2	P	1

Question	Key ideas		Accept	Reject	Mark
34	Problem	schlechte Noten (im Zeugnis)	schlechtes Zeugnis schlecht(e); accept sh- and -ct / -ckt / - kt	Noten (by itself) Note (singular) er Noten sind schlecht (not a possessive adjective – does not make sense) any answer in English	1
	Konsequenz	sitzen bleiben	tolerate 'sitzen bleibt' / 'sitzen blieben' das Schuljahr wiederholen	setzen bleiben sitzen (by itself); bleiben (by itself) any answer in English	1

Question	Key ideas		Accept	Reject	Mark
35	Problem	eine Schülerin mobbt sie	Mobbing (in der Schule); mobben tolerate: 'eine Schülerin mobbt ihr' tolerate 'möbbt'	Problem mit einer anderen Schülerin (too vague) sie ist / sind mobbt / mobbed mobbed eine Schule mobbt sie reject any spelling with single b (eg mobt/möbt) any answer in English	1
	Konsequenz	(sie muss auf eine) andere Schule gehen	(sie muss) die Schule wechseln / eine andere Schule finden insist on 'ander-' but accept any possible adjectival ending (eg 'anderen' but not 'andera') tolerate grammatically possible forms of the verb 'gehen' (eg 'sie gehe auf eine andere Schule')	<u>aus</u> eine andere Schule gehen answers that imply the past tense (eg 'sie musste auf eine andere Schule gehen') Schüle / Schüler any answer in English sie müssen auf eine andere Schule gehen (ambiguous)	1