
GCSE
GERMAN
8668/LF

Paper 1 Listening Foundation Tier

Mark scheme

June 2022

Version: 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 Examiner.

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.

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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 'R' for Richtig 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 (orange juice)	1

Question	Accept	Mark
02	C (salad)	1

Question	Key idea	Accept	Reject	Mark
03	detached house	a detached house for one family; a free-standing house	one-family house; a house just for her family; a family house; her family's house; a semi-detached house; a family house – a detached house (see 1b above for the general principle – a correct answer and an incorrect answer given together must be rejected); her family home; with her family	1

Question	Key idea	Accept	Reject	Mark
04	next to the bathroom	beside the bathroom; by the bathroom; at the side of the bathroom	near the bathroom; on the third floor	1

Question	Key idea	Accept	Reject	Mark
05	(in/on the) next street / road	(in the) nearest / closest street / road; next street along / down / over	in the next town / city; next to her house	1

Question	Key idea	Accept	Reject	Mark
06.1	North West	NW	North (by itself) West (by itself)	1

Question	Key idea	Accept	Reject	Mark
06.2	February	Accept clear misspellings of February, eg 'Febuary', even if this is the German word 'Februar'	November; November and February; between November and February	1

Question	Key idea	Accept	Reject	Mark
06.3	colourful clothing / clothes / outfits	multicoloured clothing; bright clothes; brightly coloured clothing; different coloured clothing	clothing/clothes (by itself); fancy dress; costumes; people dressed up	1

Question	Accept	Mark
07	A (builder)	1

Question	Accept	Mark
08	E (lorry driver)	1

Question	Accept	Mark
09	C (hairdresser)	1

Question	Accept	Mark
10	F (not getting top marks)	1

Question	Accept	Mark
11	C (having to repeat the year)	1

Question	Accept	Mark
12	G (which exam subjects to choose)	1

Question	Accept	Mark
13	D (length of the school day)	1

Question	Accept	Mark
14	B (concerns about another pupil)	1

Question	Key idea	Accept	Reject	Mark
15.1	every day		often (too vague); all day long; every Saturday	1

Question	Key idea	Accept	Reject	Mark
15.2	he <u>works</u> / has a <u>job</u> on <u>Saturdays</u> (both the idea of work and Saturday needed for the mark)	he has a Saturday job	he works / has a job (without mentioning Saturday); any mention of wrong day; he is busy; he has lots of / too much work	1

Question	Accept	Mark
16	A (in a castle)	1

Question	Accept	Mark
17	B (a red skirt)	1

Question	Accept	Mark
18	A (classical)	1

Question	Accept	Mark
19.1	A (boring)	1

Question	Accept	Mark
19.2	C (shopping)	1

Question	Key idea	Accept	Reject	Mark
20.1	he is (quite) <u>shy</u> ; it's <u>better</u> to have (a few / some) (really) <u>good friends</u> <i>(1 from 2)</i>	he would rather have (fewer) (really) good friends; he prefers to have (fewer) (really) good friends; it's better to have good friends than lots of friends	it is better to have a / one good friend (in the singular); he has (a few / some) good friends (no idea of it being <u>better</u> like this or preferring this); it is hard to find friends; he is quiet	1

Question	Key idea	Accept	Reject	Mark
20.2	she likes doing <u>lots of</u> (different) things;	she is (very) adventurous; she is (very) active; she does <u>lots of</u> activities	she does activities (without mention of lots of); active (by itself – too vague); so that she can do activities / to do activities with them (implies that the friends come before the activities, not the activities leading to her having lots of friends); she is funny	1

Question	Key idea	Accept	Reject	Mark
21	Action this week: have a shower (accept in any tense)	not have a bath; save water; use less water	have a bath	1
	Action next week: go on <u>holiday without flying</u>	do not fly to go on holiday; answer needs mention of <u>holiday</u> and <u>not flying</u> to be creditworthy	go on holiday; fly on holiday; do not travel by plane	1

Question	Key idea	Accept	Reject	Mark
22	Action last week: no plastic <u>in canteen</u>	accept clear misspellings of 'canteen', even if 'Kantine'; no plastic in (school) café(teria) / dining room / dining hall	no plastic (by itself); no plastic at school (too vague); didn't buy anything plastic in the canteen	1
	Action this week: talk about / speak about / discuss alternative energy (accept in any tense)	talk about / speak about / discuss renewable energy	use alternative energy; speak over alternative energy	1

Question	Accept	Mark
23.1	C (She is worried about becoming addicted to it.)	1

Question	Accept	Mark
23.2	C (He can share his opinions with other people.)	1

Question	Accept	Mark
23.3	C (text message)	1

Question	Accept	Mark
24	A E F G (in any order) A (Eis essen) E (segeln) F (sich sonnen) G (Stadtrundfahrt machen)	4

Question	Accept	Mark
25.1	C (Obdachlosigkeit)	1

Question	Accept	Mark
25.2	B (einem Arzt.)	1

Question	Accept	Mark
26.1	B (mit Migranten)	1

Question	Accept	Mark
26.2	C (mit Senioren)	1

Total marks = 40