
GCSE
GERMAN
8668/LH

Paper 1 Listening Higher Tier

Mark scheme

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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	Key idea	Accept	Reject	Mark
01	Problem today: cannot find his <u>German</u> (exercise) book	has not got his <u>German</u> (exercise) book; he's forgotten his German (exercise) book; can't find his German folder/booklet/notebook; accept plural 'German (exercise) books'	can't find his German work/homework/notes; (exercise) book (by itself)	1
	Problem next week: (will) do badly in/fail (an) <u>English</u> (test)	will get a (grade) 6/a bad mark in (an) <u>English</u> (test); 6 in English (by itself); understands nothing <u>in English</u> ; does not understand <u>English</u> ; disregard the tense of the answer (eg accept got a 6 in English)	English (test) (by itself); fail a test (no mention of English); got 6 in English class; only 6 in the class	1

Question	Key idea	Accept	Reject	Mark
02	Activity last week: visited (art) gallery	(art) gallery visit; gallery (by itself); visited art museum; look at art; accept answer in present tense (eg 'go to art gallery'); accept plural '(art) galleries'	art (by itself); did art; painted/art club/art class; visited museum (by itself – no mention of art)	1
	Activity next week: (go on) exchange (to England)	go to England; go on (school) trip; trip (by itself); take part in exchange; exchange programme to England; visit partner school (in England); going to see exchange partner (in England); visit her partner in England; visiting English partner; exchange partner in England; partner school in England; visit exchange partner (in England); going to see penpal in England	go to England with partner; England (by itself); partner coming <u>from</u> England; host an exchange partner <u>from</u> England; partner school <u>from</u> England; meet a partner in England (ambiguous)	1

Question	Accept	Mark
03	A (Can I trust what I read on social media?)	1

Question	Accept	Mark
04	E (I have been a victim of Internet fraud.)	1

Question	Accept	Mark
05	C (How do I keep up with new technology?)	1

Question	Accept	Mark
06	B (How do I get more friends on social media?)	1

Question	Accept	Mark
07	D (I can't stop using the Internet.)	1

Question	Accept	Mark
08	C E F (in any order) C (There is plenty going on in Bamberg.) E (Bamberg is a great place for shopping.) F (Local people say that Bamberg is built on seven hills.)	3

Question	Key idea	Accept	Reject	Mark
09.1	a partner will support you	for support; it gives you support; to help you/for help; to back you up; for assistance; you have the back-up you need; a partner will be there for you; you will have support; you always have someone (if you need them); wants to be supported; to support each other; you can rely on your partner	you understand your partner; always understand each other; reject any answer referring to 'understand(ing)'; listen to your partner; you have someone to spend time with/someone to be with; someone who cares about you; somebody who looks after you; you have someone to talk to	1

Question	Key idea	Accept	Reject	Mark
09.2	you don't need a piece of paper to be married/to be in a (committed) relationship; unmarried partners (can) look after each other (1 from 2)	a (strong) relationship doesn't need a piece of paper; you don't need to be married to have a strong relationship; it's just/only a (piece of) paper; love is not written on paper; love is more than a piece of paper; you don't need a certificate for a good/strong relationship/marriage; a piece of paper doesn't represent love	piece of paper (by itself); you might break up / get divorced; it's bad / it's not a good idea	1

Question	Accept	Mark
10	A (buy more organic produce)	1

Question	Accept	Mark
11	C (separate rubbish)	1

Question	Accept	Mark
12	D (turn the heating down)	1

Question	Accept	Mark
13	N (negative)	1

Question	Accept	Mark
14	P (positive)	1

Question	Accept	Mark
15	P + N (positive and negative)	1

Question	Accept	Mark
16	N (negative)	1

Question	Key idea	Accept	Reject	Mark
17	it's a (very) safe/secure/sure/reliable/dependable way to travel	flying is safe/secure/sure/reliable/dependable; it's safe/secure/sure/reliable/dependable; it's the safest form of transport; it's safer than other transport	planes are quick/fast/efficient/easy/affordable/simple/good/comfortable/convenient; it's safer than a car (too specific – no mention of car in text)	1

Question	Key idea	Accept	Reject	Mark
18	she gets (travel) sick/ill on a plane; airport/airline staff are impolite (1 from 2)	of (travel) sickness/illness when flying; planes make her ill/sick; of rude airport/airline staff; airline staff are unfriendly; she doesn't/they don't get ill/sick	rude people (too vague); she gets (travel) sick/ill (too vague – needs mention of flying/plane/air travel to be creditworthy); she is scared of flying; passengers/people on planes are rude; people in airports are rude; reject 'unhelpful', 'unhopeful'	1

Question	Key idea	Accept	Reject	Mark
19	his/their <u>country</u> has everything (he needs/wants or you/they need/want on holiday)	his <u>country</u> has beautiful mountains; his <u>country</u> has interesting history; his <u>country</u> has all that he needs accept: state/nation/land for 'Land'	it has everything (too vague - what does 'it' refer to?); mountains (on its own); history (on its own); beautiful mountains (on its own); interesting history (on its own); his country is more interesting; he has everything he needs; references to his own town / city (answers must refer to his <u>country</u> to be creditworthy); if candidate gives one correct and one wrong answer, reject: eg beautiful castles and interesting history	1

Question	Key idea	Accept	Reject	Mark
20.1	he will study a <u>new</u> subject (OR he will study Economics);	accept 'Business/Business Studies'; accept plural form: 'to study/learn new subjects'; to study a new subject; a new subject to learn/learning a new subject; studying/learning a new course	to study (by itself); to study a subject (without mention of 'new'); any answer with the wrong subject (eg 'a new subject such as History'); new lessons to study	1

Question	Key idea	Accept	Reject	Mark
20.2	she can rent a <u>flat</u>	she can hire a flat; she can afford a flat; she can get a flat/her own flat; so she can get a new flat; accept 'apartment' for flat; so she can pay the rent; so she can live in a nice flat	she can buy a flat (any reference to buying a place to live should be rejected); she can rent a house/buy a house; 'place to live' (too vague); so she can find somewhere to live (too vague); so she can <u>rent out</u> an apartment	1

Question	Key idea	Accept	Reject	Mark
21.1	Positive aspect: seeing <u>relatives</u> /seeing <u>family</u> (she wouldn't normally see)	seeing relatives she doesn't see at other times of the year/ otherwise/often/very much; nice to be with relatives/family; spending time with relatives/family; celebrating with family	reject answers which don't refer to relatives/family; seeing people (too vague); to celebrate with people; to see people she hasn't seen before; to celebrate (by itself – too vague)	1
	Negative aspect: <u>sharing</u> her (bed) <u>room</u> (with (two) cousins)	she has to share with two cousins	her room is taken by her two cousins (no mention of sharing)	1

Question	Key idea	Accept	Reject	Mark
21.2	Positive aspect: does not have to work (over Christmas)	can relax (at home over Christmas); he has time off work (at Christmas); no work; can spend time/stay at home	has to work / must not work at Christmas	1
	Negative aspect: never knows / doesn't know what presents to buy (for his family)	has no idea what presents to buy; has no imagination and can't find the right presents (for his family)	can't buy a present; has to buy presents	1

Question	Accept	Mark
22.1	A (build affordable places to live)	1

Question	Accept	Mark
22.2	C (increase the minimum wage)	1

Question	Accept	Mark
22.3	E (reduce people's working hours)	1

Question	Key idea	Accept	Reject	Mark
23.1	she wants to <u>go on holiday with her (boy)friend</u> but her <u>parents won't let her</u> (need both parts for the mark)	she wants to go away/travel/go on a trip with her boyfriend (accept 'friend' or 'a friend') but her parents think she is too young; accept 'they' for 'she' is too young	any answer without both elements – go on holiday/away with (boy)friend and parents not allowing her/her being too young; answers that refer to 'friends' (plural) rather than '(boy)friend'; answers that refer to 'going out' with her (boy)friend (rather than 'going away')	1

Question	Key idea	Accept	Reject	Mark
23.2	tell them that you are (she is/they are) reliable/responsible/trustworthy/dependable/sensible go away with a group/number of friends	tell them that they can trust you (her/them); tell them that they shouldn't worry/ not to worry; take your (her/their) boy/friend with you (her/them) and a larger group of people on holiday; go away with him and a group of friends/in a group	tell them she is old enough/mature enough; she is independent; listen to her parents/do what her parents say	2

Question	Key idea	Accept	Reject	Mark
24	the orchestra played music she had never heard before; the concert hall was beautifully/wonderfully decorated	she heard music which she had never heard before; she heard new music; accept 'band' for 'orchestra'; the concert hall looked/was beautiful/wonderful	the orchestra played music; the orchestra played songs she hadn't heard before (too specific); she liked the concert hall (too vague); the music was wonderful; the concert was wonderful; it was wonderful (too vague); the atmosphere was wonderful	2

Question	Accept	Mark
25.1	N (negative)	1

Question	Accept	Mark
25.2	P + N (positive and negative)	1

Question	Accept	Mark
26.1	B (Gemüse)	1

Question	Accept	Mark
26.2	C (Milchprodukte)	1

Question	Accept	Mark
27.1	N (negative)	1

Question	Accept	Mark
27.2	P (positive)	1

Question	Accept	Mark
28.1	C (Pferdereiten)	1

Question	Accept	Mark
28.2	D (Schwimmen)	1

Question	Key idea	Accept	Reject	Mark
29.1	er ist in der (Mathe)stunde/in Mathe eingeschlafen	ich bin in der (Mathe)stunde eingeschlafen; er ist in der Schule eingeschlafen; er hat in der Klasse/im Unterricht geschlafen; er hat in der (Mathe)stunde/Schule geschlafen; in Mathe (ein)geschlafen; die Lehrerin war böse (accept 'bose'); accept these spellings: 'geshlafen'/'geschlaafen'/'geschlaafen'/'geschlarfen' (sounds the same as 'geschlafen'); 'Matte' (sounds the same as 'Mathe'); accept 'geschlaft' for 'geschlafen'; accept present tense (eg 'er schläft in Mathe' – also accept 'schlaft' for 'schläft'); accept infinitive 'schlafen' for 'geschlafen' (see general principle 7d); accept perfect tense without auxiliary verb (eg 'er geschlafen in Mathe') or wrong auxiliary verb (eg 'er ist in Mathe geschlafen') See General Principle 7f	any answer in English; er ist eingeschlafen (with no mention of a lesson / maths or school); er hat geschlafen (with no mention of a lesson / maths or school); Mathestunde (by itself – too vague); any references to finding Maths hard or not enjoying Maths lessons	1

Question	Key idea	Accept	Reject	Mark
29.2	der Direktor ist nett/ein netter Mensch (ignore wrong adjectival endings); der Direktor wird verstehen, dass Finn (im Moment) schlecht schläft (accept: 'schläft' for 'schläft') (1 from 2)	der Direktor wird verstehen, dass du schlecht schläfst; der Direktor ist eine nette Person/ein netter Mann; accept 'Director' for 'Direktor' (same sound); accept 'gut' for 'nett' (eg 'der Direktor ist eine gute Person'); tolerate 'is' for 'ist' (so, credit: 'der Direktor is nett'); answers with 'er' that do not refer specifically to the headteacher (eg 'er wird verstehen, dass du im Moment schlecht schläfst'); accept 'ein netter Menschen' for 'ein netter Mensch'; Der Direktor ist nette/er (ignore wrong adjective endings) See General Principle 7f	any answer in English; reject 'Mädchen' for 'Mensch(en)'	1

Question	Key idea	Accept	Reject	Mark
30.1	Seifenoper (also accept if written as two words)	Serien; accept singular ('Seifenoper'); accept incorrect spelling: Seifenopen See General Principle 7f	any answer in English; reject spellings with Z-, eg 'Zeifenopern'; Reality-Shows; Reality-TV; 'dumme Sendungen und Seifenopern' ('dumme Sendungen' is the wrong answer); Sci-Fi or answers that contain Sci-Fi, eg 'Sci-Fi-opern'; any reference to 'Opern' without 'Seifen'; reject 'Siefenopern'/'Seifenoppen'/'Seifenopera' 'Seifenopan' (different sound)	1

Question	Key idea	Accept	Reject	Mark
30.2	er findet Seifenoperen unrealistisch / Seifenoperen sind unrealistisch; er will das wirkliche Leben (im Fernsehen) sehen (1 from 2)	er mag Seifenoperen nicht; er findet sie unrealistisch; er mag sie nicht; ich finde Seifenoperen unrealistisch; Seifenoperen sind nicht realistisch; see Question 30.1 for acceptable spellings of 'Seifenoperen'; accept 'unrealistisch' for 'unrealistisch' (same sound); accept 'unrealistisch'; 'das richtige Leben/das reale Leben' for 'das wirkliche Leben' See General Principle 7f	any answer in English; 'unrealistisch' (by itself – what does it refer to?); 'er findet es unrealistisch'/'es ist sehr unrealistisch' (what does 'es' refer to?); 'wirklich Leben' (without 'sehen' – too vague); 'unrealistic' (English spelling); 'unrealistisch'; reject 'wirklich' for 'wirklich' (different sound)	1

Total = 50 marks