



GCSE GERMAN 8662/LF

Paper 1 Listening

Foundation tier

Sample assessment material Set 2

Mark scheme

Version: 1.0

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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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will also help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

Section A

Listening comprehension

Notes

- .../. means that these are acceptable alternative answers in the mark scheme.
- (.....) means that this information is not needed for full marks to be awarded.
- Words which are underlined in the mark scheme mean that this element must be conveyed in an answer to score the mark.

Qu	Accept	Mark
01	F (Watch television)	1

Qu	Accept	Mark
02	D (Play games online)	1

Qu	Accept	Mark
03	A (Go to the cinema)	1

Qu	Accept	Mark
04	C (Play football)	1

Qu	Accept	Mark
05	Who: D (Uncle) Why: 1 (He gives me money)	2

Qu	Accept	Mark
06	Who: C (Grandad) Why: 3 (He is kind to me)	2

Qu	Accept	Mark
07.1	P + N (positive and negative)	1

Qu	Accept	Mark
07.2	N (negative)	1

Qu	Accept	Mark
08.1	C (... take away many people's jobs.)	1

Qu	Accept	Mark
08.2	B (... tasks are done faster.)	1

Qu	Accept	Mark
09.1	C (In a kitchen)	1

Qu	Accept	Mark
09.2	D (On an island)	1

Qu	Accept	Mark
10.1	N (now)	1

Qu	Accept	Mark
10.2	F (future)	1

Qu	Accept	Mark
11.1	A (Having no energy)	1

Qu	Accept	Mark
11.2	B (Get more exercise)	1

Qu	Key idea	Accept	Reject	Mark
12	shops	stores; places to go shopping; businesses		1
	cheap	not expensive; (good) value for money	expensive	1

Qu	Key idea	Accept	Reject	Mark
13	station	railway station; train station; railway		1
	car	automobile	train	1

Qu	Accept	Mark
14	F (Have a party at home)	1

Qu	Accept	Mark
15	E (Go to the cinema)	1

Qu	Accept	Mark
16	B (Go to a concert)	1

Qu	Accept	Mark
17	D (Go to a restaurant)	1

Qu	Key idea	Accept	Reject	Mark
18	(lots of) exams buildings	(lots of) tests	teaching; lessons; teachers	2

Qu	Key idea	Accept	Reject	Mark
19.1	(to) be famous	(to) become famous; famous; fame; (to) be well-known	earn lots of money	1

Qu	Key idea	Accept	Reject	Mark
19.2	help (ill) children	help (sick) children; help children; help the sick; help sick people	have children; earn lots of money	1

Qu	Accept	Mark
20	B (Sunny and cold)	1

Qu	Accept	Mark
21	A (No rain and windy)	1

Section B

Dictation

The dictation is assessed for Communication of meaning (AO1) (4 marks) and Transcription and grammatical accuracy (AO3) (4 marks) as specified in the criteria below.

The maximum mark for Section B at Foundation tier is **8**. When awarding the marks for AO1 and AO3, the student's response across all the spoken extracts should be considered as a whole.

Level	Mark	AO1
4	4	The meaning of the spoken extracts is always or almost always communicated clearly
3	3	The meaning of the spoken extracts is mostly communicated
2	2	The meaning of the spoken extracts is sometimes communicated
1	1	The meaning of the spoken extracts is rarely communicated
0	0	The meaning of the spoken extracts communicated does not meet the standard for Level 1 at this tier

Level	Mark	AO3
4	4	Words are frequently transcribed correctly with a good level of grammatical accuracy
3	3	Words are generally transcribed correctly with a reasonable level of grammatical accuracy
2	2	Words are occasionally transcribed correctly with a limited level of grammatical accuracy
1	1	Words are very rarely transcribed correctly with a very limited level of grammatical accuracy
0	0	Transcription and grammatical accuracy do not meet the standard for Level 1 at this tier

Notes

- When awarding a mark for AO1, you should consider the spoken extracts as a whole and decide to what extent their meaning is conveyed to a native speaker, regardless of how they have been transcribed. The key question to ask is: would a native speaker understand the meaning of the student's response, taking into account the context of the spoken extracts? Eg *du must Fussball speilen* – the meaning would be communicated despite the incorrect spellings of *musst*, *Fußball* and *spielen*.
- Once you have decided on the mark for AO1, you should read through the whole transcription once more and decide on the mark for AO3.

- A mark of zero for AO1 automatically results in a mark of zero for AO3, but apart from that, the AO1 mark does not limit the mark for AO3.
- If a student leaves gaps in their transcription, you must assume that any attempt would have been highly inaccurate and award a mark for AO3 accordingly. Not to do so would penalise unfairly those students who make an attempt at transcription but whose transcriptions are highly inaccurate.
- Occasional minor errors in transcription do not preclude a top level mark for AO3; perfection is **not** required. Examples of minor errors could include spelling errors which change neither the meaning of the word nor the transcription of the correct sound-symbol correspondence eg *gehben* for *geben*; *weiss* for *weiß*. Numerous minor errors would have an impact on the mark for AO3. Any lack of capital letters for nouns should be ignored for assessment purposes.

Below are the dictation sentences for this exam:

- Sentence 1** Ich habe / einen Bruder.
- Sentence 2** Sie lernt / nicht gern / Mathe.
- Sentence 3** Das Schwimmbad / ist neben / meinem Haus.
- Sentence 4** Du spielst / jeden Tag / Klavier.

To exemplify the marking criteria and to assist examiners in accurate application of the criteria, a range of exemplar student responses has been provided below with a commentary.

Student 1

1. Ich habe ein Bruder.
2. Sie lernt nicht gern Mathe.
3. Das Schwimbad ist neben meinem Haus.
4. Du spielst jeden Tag Klavier.

AO1 4/4

AO3 4/4

Total marks awarded for Student 1 = 8/8

Commentary

The incorrect spellings of *ein* and *Schwimbad* are minor spelling mistakes and do not prevent the meaning of the spoken extracts from being communicated clearly, hence a mark of 4 is awarded for AO1.

A mark of 4 is also awarded for AO3. Overall, the words have been frequently transcribed correctly and the level of grammatical accuracy is very good at this level.

Student 2

1. Ich habe einen Brouder.
2. Sie lernt nicht gern Matte.
3. Die Swimbat ist neben mein Haus.
4. Du speilst jeden Tag Claveer.

AO1 3/4

AO3 3/4

Total marks awarded for Student 2 = 6/8

Commentary

The meaning of the spoken extracts is mostly communicated, although *Brouder* and *Matte* give the reader pause for thought. *Swimbat* does not convey clearly the German word *Schwimmbad*. Therefore, an overall mark of 3 for AO1 is awarded.

A mark of 3 is awarded for AO3. Overall, words are generally transcribed well (*ich, habe, sie, lernt, nicht, gern, ist, neben, Haus, du, jeden, Tag*) and the level of grammatical accuracy is reasonable, but there are some errors, for example *ein, mein, speilst*.

Student 3

1. Ick habe ein brüüder.
2. Zie lernt nickt gern matte.
3. Das sh..... is naben mein house.
4. Do shpeelst yeden tag claver.

AO1 2/4

AO3 1/4

Total marks awarded for Student 3 = 3/8

Commentary

The meaning of the spoken extracts is sometimes communicated. There are errors in sentence 1, but the transcription is understandable. Sentence 2 also conveys some meaning, but *zie* and *Matte* give the reader pause for thought. Sentence 3 is incomplete, which prevents some of the meaning being communicated. Sentence 4 takes a good deal of effort on the part of the reader to be understood. A mark of 2 for AO1 is appropriate.

A mark of 1 is awarded for AO3. Words are very rarely transcribed correctly, and the level of grammatical accuracy is very limited. Errors such as *ick, brüüder, zie, nickt, naben, house, shpeelst, yeden* suggest that this student has a very limited level of accuracy.

Student 4

1. Ick haabe ayenen brood.
2. Zee learn nick gern mata
3. Das is mine house
4. Du shpeel yayden cl.....

AO1 1/4

AO3 1/4

Total marks awarded for Student 4 = 2/8

Commentary

There is very little evidence here of meaning being communicated – it takes a great deal of effort on the reader's part to understand much of what has been written. The gaps in sentences 3 and 4, incorrect transcriptions, muddled words and English influence (eg. *learn*, *mine*, *house*) indicate that the meaning of the spoken extracts overall is rarely communicated and a mark of 1 for AO1 is awarded.

A mark of 1 is also awarded for AO3. Words are very rarely transcribed correctly and the level of grammatical accuracy is very limited. There are also four examples of words not having been attempted.