



GCSE GERMAN 8662/LH

Paper 1 Listening

Higher 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.

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.

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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
01.1	A (Having no energy)	1

Qu	Accept	Mark
01.2	B (Get more exercise)	1

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

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

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

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

Qu	Accept	Mark
06	B (There was a problem with the plane.) C (His room was dirty.)	2

Qu	Accept	Mark
07	N (negative)	1

Qu	Accept	Mark
08	P (positive)	1

Qu	Accept	Mark
09	P (positive)	1

Qu	Accept	Mark
10	P+N / PN / N+P / NP (positive + negative)	1

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

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

Qu	Key idea	Accept	Reject	Mark
12	sad voice	unhappy		2

Qu	Accept	Mark
13	1 (Climbing) N (Now)	2

Qu	Accept	Mark
14	4 (Painting) F (Future)	2

Qu	Accept	Mark
15.1	D (Open their own business)	1

Qu	Accept	Mark
15.2	A (Buy their own place to live)	1

Qu	Accept	Mark
15.3	E (Start a new life abroad)	1

Qu	Key idea	Accept	Reject	Mark
16	watch (funny) videos	see (funny) videos	videos (by itself)	1

Qu	Key idea	Accept	Reject	Mark
17	sell video games	sell computer games have / run his own (online) shop / business	videos (by itself)	1

Qu	Accept	Mark
18	A (The hotel is right on the beach.)	1

Qu	Accept	Mark
19	B (Texting gives you the best chance of winning.)	1

Qu	Accept	Mark
20	A+B (You can win money to buy a new laptop or phone. / You have to do 30 hours' voluntary work to enter this competition.)	1

Qu	Key idea	Accept	Reject	Mark
21	He will be changing jobs soon. Another language will give him (more) possibilities in his career.	He will soon have a new job. For a new job. A second language will make him more employable / Another language will improve his career chances. To have more opportunities in his career.	He changed jobs recently. New job (on its own – too vague). He needs to speak another language in his new job.	2

Qu	Accept	Mark
22.1	B (The longest day of the year)	1

Qu	Accept	Mark
22.2	A (The middle of the river)	1

Qu	Accept	Mark
23	B (A religious festival) (1 mark) AND F (Success for German business) (1 mark) (in any order)	2

Qu	Accept	Mark
24	A (An environmental problem) (1 mark) AND E (Refugees in Germany) (1 mark) (in any order)	2

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

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

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

Section B

Dictation

The dictation is assessed for Communication of meaning (AO1) (5 marks) and Transcription and grammatical accuracy (AO3) (5 marks) as specified in the criteria below.

The maximum mark for Section B at Higher tier is **10**. 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
5	5	The meaning of the spoken extracts is communicated very clearly throughout
4	4	The meaning of the spoken extracts is 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
5	5	Words are always or nearly always transcribed correctly with a very high level of grammatical accuracy
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 spielen* – 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 | Man muss sich / im Urlaub / entspannen. |
| Sentence 2 | Nächstes Jahr / werde ich / Abitur machen. |
| Sentence 3 | Wir haben / gestern / Trauben gegessen. |
| Sentence 4 | Gute Freunde / sind hilfsbereit / und geduldig. |
| Sentence 5 | Ich trage / einen Anzug / in der Kirche. |

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. Man muss sich im Urlaub entspannen.
2. Nächstes Jahr werde ich Abiture machen.
3. Wir haben gestern Trauben gegessen.
4. Guter Freunde sind hilfsbereit und geduldig.
5. Ich trage einen Anzug in der Kirche.

AO1 5/5

AO3 5/5

Total marks awarded for Student 1 = 10/10

Commentary

There are minor errors in sentences 1 (*Urlaup*), 2 (*Abiture*) and 4 (*Guter*) but they do not impede communication in any way and the meaning of the spoken extracts is communicated very clearly throughout; a mark of 5 for AO1 is justified.

Despite these minor errors (*Urlaup* for *Urlaub*, *Abiture* for *Abitur*, *Guter* for *Gute*), there is a very high level of grammatical accuracy with verb forms always correct and an excellent level of transcription. A mark of 5 for AO3 is awarded.

Student 2

1. Mann muss sich im Urlaub entspanne.
2. Nachstes Jahr werde ich machen.
3. Wir haben gestern Trouben gegessen.
4. Gute Freunde sind hilfsberiet und geduldik.
5. Ich trage einen Ansug in der Kirke.

AO1 4/5

AO3 3/5

Total marks awarded for Student 2 = 7/10

Commentary

The meaning of the spoken extracts is nearly always communicated clearly, although there are occasions when the reader has to think carefully about what has been written (*Mann*, *Ansug*, *Kirke*). There is also one omission in sentence 2. A mark of 4 is awarded for AO1.

With regard to AO3, a mark of 3 is awarded. Words are generally transcribed accurately, but some words are only nearly accurate, for example *Mann*, *entspanne*, *Nachstes*, *Trouben*, *hilfsberiet*, *geduldik*, *Ansug*, *Kirke*. The level of grammatical accuracy is reasonable, but the infinitive after the modal verb is not correct and the confusion of *Mann* and *man* detracts from the overall impression of accuracy.

Student 3

1. Mann must sich im entspannen.
2. Nextes Jahr werde ich Abitur mache.
3. Wir habe gestren Trowbe gegessen.
4. Guter Freund sint hilf.... und geduldich.
5. Ich trage einen Zug in der Kirsche.

AO1 2/5**AO3** 2/5**Total marks awarded for Student 3 = 4/10****Commentary**

Part of the message in sentence 1 is communicated but the omission of *Urlaub* and use of *Mann* makes the transmission of meaning incomplete. Sentence 2 also has some meaning conveyed but the reader has to concentrate to understand what is being said. Sentence 3 has a word that does not really make sense (*Trowbe*) and this muddies the waters. There is an omission of part of a word in sentence 4 and the incorrect words *Zug* and *Kirsche* in sentence 5 also means that only part of the message is communicated. On balance, this transcription conveys some of the messages and a mark of 2 is awarded for AO1.

A mark of 2 is awarded for AO3. 12 of the 30 words are transcribed correctly, and this level of accuracy does not match the description 'generally transcribed correctly'; 'occasionally transcribed correctly' is a closer fit. The level of grammatical accuracy is limited – there are incorrect verb forms, incorrect infinitives after modal verbs, confusion of *Mann* and *man* and a wrong adjectival ending. The best descriptor for this student's response is Level 2, therefore.

Student 4

1. Mann must sich im spannen.
2. Nextes jaar verde ich mach.
3. Vir habe gäste trow gesesst
4. Gut friende sint helpsberiet und dulldik.
5. Ich traage einder.....

AO1 1/5**AO3** 1/5**Total marks awarded for Student 4 = 2/10****Commentary**

Not a lot can be gleaned from sentence 1, sentence 2 is incomplete and sentence 3 makes little sense. Sentence 4 is a little better but there is still some lack of clarity here and there are omissions in sentence 5. A mark of 1 for AO1 is justified – the meaning of the spoken extracts is rarely communicated.

A mark of 1 is awarded for AO3. Words are very rarely transcribed correctly (*sich, im, ich, und, der*) and the level of grammatical knowledge is very limited. There are also gaps in the transcription where the student has clearly understood nothing.