

GCSE
GERMAN
8662/LF

Paper 1 Listening – Sample assessment material

Item commentary booklet – Foundation tier

SECTION A: Listening Comprehension

Question 1

Level of demand Low (1 mark)

Rationale for item type

The Foundation tier question paper opens in a gentle way with a matching style question at low demand. Students will hear a very short, straightforward sentence and they have to match what they hear to the topic of conversation. There are two pointers to the answer (*Bruder, Schwester*) and the vocabulary is very basic. This question should have a very high success rate and should provide a reassuring start for all students.

Content sampled (vocab/grammar)

Bruder, Schwester.

Mark scheme considerations

Students write one letter in the answer box. The question is straightforward to mark as it is either right or wrong. More options than are needed to answer this set of questions are included to ensure a student does not automatically get an answer wrong.

Accessibility considerations

This is a very familiar topic and the option choices are single words or very short phrases, making this question very accessible. Limited complexity of language (as per Subject Content, para. 10 reference including footnote explanation). There are two key words in the item to provide support to help students towards the correct answer.

Question 2

Level of demand Low (1 mark)

Rationale for item type

Question 2 is part of a suite of questions (Questions 1 – 4) which are aimed at the lowest grades. Students will hear a short and very straightforward sentence with no complex language; they have to match what they hear to the topic of conversation. There are two pointers to the correct answer (*Freizeit, lese*). This question should have a very high success rate and should continue to provide a reassuring start to the examination for all students.

Content sampled (vocab/grammar)

Freizeit, lese

Mark scheme considerations

Students write one letter in the answer box. The question is straightforward to mark as it is either right or wrong. More options than are needed to answer this set of questions are included to ensure a student does not automatically get an answer wrong.

Accessibility considerations

This is a familiar topic and the option choices are single words or very short phrases, making this question very accessible. Limited complexity of language (as per Subject Content, para. 10 reference including footnote explanation). There are two key words in the item to provide support to help students towards the correct answer.

Question 3

Level of demand Low (1 mark)

Rationale for item type

This is another low-demand item with a matching style question on a familiar topic, this time languages. Students will hear a short and straightforward utterance and have to match what they hear to the topic of conversation. There are three clues to the correct answer (*spreche, Deutsch, Englisch*). Again, this question should have a very high success rate and students should continue to find the opening to this examination reassuring.

Content sampled (vocab/grammar)

spreche, Deutsch, Englisch

Mark scheme considerations

Students write one letter in the answer box. The question is straightforward to mark as it is either right or wrong. More options than are needed to answer this set of questions are included to ensure a student does not automatically get an answer wrong.

Accessibility considerations

This is a familiar topic and the option choices are single words or very short phrases, making this question very accessible. Limited complexity of language (as per Subject Content, para. 10 reference including footnote explanation). There are three clues in this utterance which provide students with a good deal of support to allow them to reach the correct answer.

Question 4

Level of demand Low (1 mark)

Rationale for item type

The final question in this opening suite of questions (Questions 1 to 4) is another straightforward matching style question at low demand. Students will hear a short, straightforward sentence and they have to match what they hear to the topic of conversation. There are three clues to the topic of conversation: *Sommer, Urlaub, Spanien*. This question should have a very high success rate and should be accessible to all students.

Content sampled (vocab/grammar)

Sommer, Urlaub, Spanien.

Mark scheme considerations

Students write one letter in the answer box. The question is straightforward to mark as it is either right or wrong. More options than are needed to answer this set of questions are included to ensure a student does not automatically get an answer wrong.

Accessibility considerations

This is a familiar topic for students and the option choices are single words or very short phrases, making this question very accessible. Limited complexity of language (as per Subject Content, para. 10 reference including footnote explanation). There are three key items of vocabulary, all of which are familiar words, which help to provide support towards the correct answer.

Question 5

Level of demand Low (1 mark)/Medium (1 mark)

Rationale for item type

This is the first of two questions on the topic of healthy living and is targeted at low/medium demand. Students hear a slightly longer passage but the language remains straightforward. This is another matching style question, although students have to choose two answers for the question. The order of their answers does not matter. The vocabulary for the first answer in Question 5 is slightly more demanding than for the second part, which explains why it has been categorised as a mixture of low and medium-demand items. Students need to understand *Bewegung*, although there are other clues to the correct answer (*Fitness-Studio* and *wandern*), which are the medium-demand items, and *Wasser trinken*, which is the low demand item.

Content sampled (vocab/grammar)

Bewegung, Fitness-Studio, wandern, Wasser, trinken.

Mark scheme considerations

Students write one letter in each of two boxes. The order the letters appear in the boxes does not matter, so there should be no difficulties posed for marking.

Accessibility considerations

This is another familiar topic and the matching-style question also means that this question should be accessible to most Foundation tier students. There is limited complexity of language. There are several clues in the more challenging utterance to give students more than one route to the correct answer.

Question 6

Level of demand Low (1 mark)/Medium (1 mark)

Rationale for item type

This is the second of two questions on the topic of healthy living. It is another combination of medium and low-demand questions. Students hear a slightly longer passage but the language remains straightforward. This is another matching style question, although students have to choose two answers for each question. In this question, the key items of vocabulary targeted are *Frühstück* and *rauchen*.

Content sampled (vocab/grammar)

beginnen, Frühstück, nicht, rauchen

Mark scheme considerations

Students write one letter in each of two boxes. The order the letters appear in the boxes does not matter, so there should be no difficulties posed for marking.

Accessibility considerations

This is another familiar topic and the matching-style question also means that this question should be accessible to most Foundation tier students. There is limited complexity of language.

Question 7

Level of demand

Low (2 marks)

Rationale for item type

This is a low-demand question. Students hear two views of technology and have to decide if the opinions are positive, negative or positive and negative. This is a well-established question type in the current specification and differentiates well between students. At this level of demand, the vocabulary is very straightforward (*hasse, toll, wunderbar*) and this question should have a very high success rate.

Content sampled (vocab/grammar)

hasse, toll, wunderbar.

Mark scheme considerations

P, N or P+N have to be written in the answer boxes. Students are required to write a single letter in each answer box. This is straightforward to mark and should allow no ambiguity or confusion for examiners.

Accessibility considerations

This should be a topic with which students are familiar. The language used is very straightforward and students have to understand very familiar language to describe opinions. The task type should be well known. There are two routes to the answer for both questions (*hasse, alte Technologie; toll, wunderbar*) and so students are provided with plenty of support. 'Answer both parts of Question 7' has been inserted in bold to ensure that students do not miss the fact that they need to answer two questions from one utterance.

Question 8 – Overlap

Level of demand High (2 marks)

Rationale for item type

This is the first high demand question on the paper and also the first overlap question. The question type is a standard multiple-choice one with three options, but students need to listen carefully and understand the key vocabulary to arrive at the correct answer. In part 1, words such as *verschmutzen, Luft, Auto, Flugzeug* and *benutzen* should lead to the answer that the air is

polluted. In part 2, the words *Müll*, *Papier* and *Straße* will point students towards the correct answer of C.

Content sampled (vocab/grammar)

verschmutzen, Luft, Auto, Flugzeug, benutzen, Müll, Papier, Straße.

Mark scheme considerations

Students are required to write a single letter in each answer box. This is straightforward to mark and should allow no ambiguity or confusion for examiners.

Accessibility considerations

The option choices are written in simple language so that they are accessible to all students. In Question 8.1 students have to understand the whole section to lead them to the correct answer, but there are several clues to help them reach it. In Question 8.2 students have to listen carefully and understand the key vocabulary in order to reject the wrong options and to choose the correct answer. 'Answer both parts of question 8' has been inserted in bold to ensure that students realise that they have to answer both parts of this question in one go.

Question 9

Level of demand Low (4 marks)

Rationale for item type

This is a low demand question on the new topic of celebrity culture. Although there is more language for students to listen to, the passage will be delivered at a steady pace and there will be ample time for them to choose their answers. This question is essentially testing single lexical items at this level and there are no distractors present. The key words are: *Tiere(n)*, *Kleidung*, *Landschaft* and *Gebäude*.

Content sampled (vocab/grammar)

Tiere(n), (Lieblings-)kleidung, Landschaft, Gebäude.

Mark scheme considerations

Students write one letter in each of two boxes for each part of the question. The order the letters appear in the boxes does not matter, so there should be no difficulties posed for marking.

Accessibility considerations

The option choices use simple and accessible language and are all single words. The language used in the utterance is straightforward, although the passage is slightly longer than the utterances heard thus far. A small pause will be inserted between the two sections of this question to prevent cognitive overload. There are no distractors and thus students should not be drawn towards the incorrect answers. Names are used and clearly enunciated to ensure that students know which person is speaking. 'Answer both parts of Question 9' has been inserted in bold so that they know that they have to answer this whole item in one go.

Question 10 – Overlap

Level of demand High (1 mark)

Rationale for item type

This is an overlap higher demand question in a familiar multiple-choice format. This should pose few problems for stronger Foundation tier students. There are several clues to the correct answer – *das Paar, das Kleid, das Essen* and the word *Hochzeit*, which is a direct translation of the answer, although this word will be more challenging for some Foundation tier students.

Content sampled (vocab/grammar)

das Paar, das Kleid, das Essen, die Hochzeit, Gäste

Mark scheme considerations

Students are required to write a single letter in the answer box. This is straightforward to mark and should allow no ambiguity or confusion for examiners.

Accessibility considerations

The options provided are straightforward. The answer is given towards the end of the utterance (*diese Hochzeit*), which often helps students get the correct answer. There are other ways to reach the correct answer (*das Paar, das Kleid*).

Question 11

Level of demand Medium (2 marks)

Rationale for item type

Students have to listen carefully to the utterance and then write in the box the person being described and the reason why they get on with them. The answer for the person described is a single word whereas a short phrase will be required for the reason why. This is a medium demand question and it should prove to be accessible for most Foundation tier students with common vocabulary such as members of the family featuring here. There is a distractor here, however, which students will need to discount before writing their answer.

Content sampled (vocab/grammar)

Opa, hilfsbereit, unterstützen, Vater, streng, auskommen mit

Mark scheme considerations

Short answers are required, and the mark scheme offers other acceptable alternatives to give clarity for markers and to aid effective standardisation.

Accessibility considerations

There is limited complexity of language here. The utterances are kept short and the passages will be delivered at an appropriate speed. Students will have time to write their answers to avoid cognitive overload. There are distractors here which students will need to discount to arrive at the correct answer, and this increases the level of demand of this item.

Question 12

Level of demand Medium (2 marks)

Rationale for item type

As with Question 11, students have to listen carefully and write in the box the person being described and the reason why they get on with them. The answer for the person described is a single word whereas a short phrase will be required for the reason why. This is another medium demand question and it should be accessible for most Foundation tier students with common vocabulary such as members of the family featuring here. The reason is slightly more demanding than the member of the family as students have to understand *witzig* or *lachen*.

Content sampled (vocab/grammar)

Bruder, nett, Onkel, witzig, lachen

Mark scheme considerations

Short answers are required, and the mark scheme offers other acceptable alternatives to give clarity for markers and to aid effective standardisation.

Accessibility considerations

There is limited complexity of language here. The utterances are kept short and the passages will be delivered at an appropriate speed. Students will have time to write their answers to avoid cognitive overload. There are distractors here which students will need to discount to arrive at the correct answer, and this increases the level of demand of this item.

Question 13 – Overlap

Level of demand High (1 mark)

Rationale for item type

Question 13 is the first of a set of five higher demand overlap questions. This matching style question has been used very successfully on the current specification and it works well in differentiating between students. Students will hear a short description of problems on holiday and the vocabulary is now more challenging at this point in the question paper, although all the words are listed on the vocabulary list. Students need to match what they hear with the summary of the problem listed in the grid of options. Careful listening is required as some words could potentially lead both to the correct answer and potentially to a distractor. Experience shows that this type of question has a more modest success rate at Foundation tier but given that this set of five questions are some of the most challenging items on the question paper, this is to be expected and shows that the paper is differentiating well. At Higher tier, where these questions will also appear, the success rate will be higher.

Content sampled (vocab/grammar)

Geld, verlieren/verloren, Polizei

Mark scheme considerations

Students are required to write a single letter in the answer box. This is straightforward to mark and should allow no ambiguity or confusion for examiners.

Accessibility considerations

The options are written in short and very straightforward language which should be easily understood. The utterance is quite short to prevent cognitive overload. The language is more complex at this level, but still understandable, and all items of vocabulary feature on the vocabulary list. Students need to show clear understanding of the utterance to be able to choose the correct answer.

Question 14 – Overlap

Level of demand High (1 mark)

Rationale for item type

Question 14 is the second of a set of five higher demand overlap questions. This matching style question has been used very successfully on the current specification and it works well in differentiating between students. Students will hear a short description of problems on holiday and the vocabulary is now more challenging at this point in the question paper, although all the words are listed on the vocabulary list. Students need to match what they hear with the summary of the problem listed in the grid of options. Careful listening is required as some words could potentially lead both to the correct answer and potentially to a distractor. Experience shows that this type of question has a more modest success rate at Foundation tier but given that this set of five questions are some of the most challenging items on the question paper this is to be expected and shows that the paper is differentiating well. At Higher tier, where these questions will also appear, the success rate will be higher.

Content sampled (vocab/grammar)

am ersten Tag, Bergsteigen, gefährlich, Angst haben

Mark scheme considerations

Students are required to write a single letter in the answer box. This is straightforward to mark and should allow no ambiguity or confusion for examiners.

Accessibility considerations

The options are written in short and very straightforward language which should be easily understood. The utterance is quite short to prevent cognitive overload. The language is more complex at this level, but still understandable, and all items of vocabulary feature on the vocabulary list. Students need to show clear understanding of the utterance to be able to choose the correct answer.

Question 15 – Overlap

Level of demand High (1 mark)

Rationale for item type

Question 15 is the third of a set of five higher demand overlap questions. This matching style question has been used very successfully on the current specification and it works well in differentiating between students. Students will hear a short description of problems on holiday and the vocabulary is now more challenging at this point in the question paper, although all the words are listed on the vocabulary list. Students need to match what they hear with the summary of the

problem listed in the grid of options. Careful listening is required as some words could potentially lead both to the correct answer and potentially to a distractor. Experience shows that this type of question has a more modest success rate at Foundation tier but given that this set of five questions are some of the most challenging items on the question paper this is to be expected and shows that the paper is differentiating well. At Higher tier, where these questions will also appear, the success rate will be higher.

Content sampled (vocab/grammar)

kein Wort, verstehen/verstanden

Mark scheme considerations

Students are required to write a single letter in the answer box. This is straightforward to mark and should allow no ambiguity or confusion for examiners.

Accessibility considerations

The options are written in short and very straightforward language which should be easily understood. The utterance is short to prevent cognitive overload. The language is more complex at this level, but still understandable, and all items of vocabulary feature on the vocabulary list. Students need to show clear understanding of the utterance to be able to choose the correct answer.

Question 16 – Overlap

Level of demand High (1 mark)

Rationale for item type

Question 16 is the fourth of a set of five higher demand overlap questions. This matching style question has been used very successfully on the current specification and it works well in differentiating between students. Students will hear a short description of problems on holiday and the vocabulary is now more challenging at this point in the question paper, although all the words are listed on the vocabulary list. Students need to match what they hear with the summary of the problem listed in the grid of options. Careful listening is required as some words could potentially lead both to the correct answer and potentially to a distractor. Experience shows that this type of question has a more modest success rate at Foundation tier but given that this set of five questions are some of the most challenging items on the question paper this is to be expected and shows that the paper is differentiating well. At Higher tier, where these questions will also appear, the success rate will be higher.

Content sampled (vocab/grammar)

Fleisch, nicht, richtig, kochen/gekocht, über Nacht, Krankenhaus, bleiben

Mark scheme considerations

Students are required to write a single letter in the answer box. This is straightforward to mark and should allow no ambiguity or confusion for examiners.

Accessibility considerations

The options are written in short and very straightforward language which should be easily understood. The utterance is quite short to prevent cognitive overload. The language is more

complex at this level, but still understandable, and all items of vocabulary feature on the vocabulary list. There are several key words here which help students but they need to show clear understanding of the utterance to be able to choose the correct answer.

Question 17 – Overlap

Level of demand High (1 mark)

Rationale for item type

Question 17 is the last of a set of five higher demand overlap questions. This matching style question has been used very successfully on the current specification and it works well in differentiating between students. Students will hear a short description of problems on holiday and the vocabulary is now more challenging at this point in the question paper, although all the words are listed on the vocabulary list. Students need to match what they hear with the summary of the problem listed in the grid of options. Careful listening is required as some words could potentially lead both to the correct answer and potentially to a distractor. Experience shows that this type of question has a more modest success rate at Foundation tier but given that this set of five questions are some of the most challenging items on the question paper this is to be expected and shows that the paper is differentiating well. At Higher tier, where these questions will also appear, the success rate will be higher.

Content sampled (vocab/grammar)

Internet, heiß, scheinen, Schade, jeden Tag, regnen/gereignet

Mark scheme considerations

Students are required to write a single letter in the answer box. This is straightforward to mark and should allow no ambiguity or confusion for examiners.

Accessibility considerations

The options are written in short and very straightforward language which should be easily understood. The utterance is quite short to prevent cognitive overload. The language is more complex at this level, but still understandable, and all items of vocabulary feature on the vocabulary list. Students need to show clear understanding of the utterance to be able to choose the correct answer.

Question 18 – Overlap

Level of demand High (2 marks)

Rationale for item type

There are relatively few questions on this Foundation tier paper that require written answers, and they are aimed at medium or high demand, as experience shows that this type of question has a lower success rate at Foundation tier. This question concerns the German holiday island of Sylt. The first part hinges on students understanding the word *Bahn* and rejecting the word *Autobrücke*, although a student who writes 'bridge' as the answer (without 'car') will get the credit. The second part needs students to understand the word *Künstler*. The key words are all listed in the specification, but success rates are likely to be lower, as is to be expected at this stage of the question paper. Students are able successfully to answer this question with one word.

Content sampled (vocab/grammar)

keine, Autobrücke, mit der Bahn, fahren, viele, berühmt, Künstler

Mark scheme considerations

Short answers are required (one-word answers are acceptable), and the mark scheme offers other acceptable alternatives to give clarity for markers and to aid effective standardisation.

Accessibility considerations

The questions are phrased in a clear way to avoid any ambiguity. One-word answers are acceptable. The utterance is longer but not overly so, in order to avoid cognitive overload, and it will be delivered at an appropriate speed. Students are reminded to answer both parts of the question (with the statement in bold) so that they realise that they need to answer two questions from one utterance.

Question 19 – Overlap

Level of demand High (2 marks)

Rationale for item type

This item tests students' understanding of tenses. It takes the form of a grid to be completed with the relevant details. Only one detail is required for the answer to be creditworthy and students can answer this question successfully with single-word answers. In the transcript, the future idea comes first, before the present tense idea, which means that students must listen carefully before deciding which answer to write in which box. These two questions are higher demand and therefore it is appropriate to put the future tense answer before the present tense answer. Again, experience suggests that success on this question at Foundation tier will be more modest, but that Higher tier students will do much better.

Content sampled (vocab/grammar)

Zukunft, Schauspieler, im Moment, Lehrer.

Mark scheme considerations

Short answers are required (one-word answers are acceptable), and the mark scheme offers other acceptable alternatives to give clarity for markers and to aid effective standardisation.

Accessibility considerations

The language used in the utterance is straightforward and the utterance is not long. Students merely have to pick out the words for jobs and translate them. However, the order is reversed (future before present), to differentiate between stronger Foundation tier students and to ensure that more able students can successfully discern different tenses.

Question 20

Level of demand Low (2 marks)

Rationale for item type

This is a multiple-choice question at low demand and should provide a reassuring end to Section A of this examination. The passage is slightly longer than some of the passages on this paper, but there will be a short pause between parts 1 and 2 and the speed of delivery will be carefully controlled. There is one distractor for each part of this question; in part 1, students need to reject *Hausaufgaben* and opt for *Klassenarbeiten* to be successful, while in part 2 students need to do some work to understand that option C is the correct answer; one of the wrong answers is mentioned but the other one is not. The use of distractors is a well-established feature of modern languages listening exams and they ensure that students who listen carefully and demonstrate good comprehension of what they hear are rewarded appropriately.

Content sampled (vocab/grammar)

Hausaufgaben, Klassenarbeiten, Handys, verboten, Pause, Schule, bleiben, müssen.

Mark scheme considerations

Students are required to write a single letter in the answer box. This is straightforward to mark and should allow no ambiguity or confusion for examiners.

Accessibility considerations

The option choices are written in simple and accessible language. The utterance is written in reasonably simple language. In order to prevent cognitive overload, there will be a short pause between parts 1 and 2 and the speed of delivery will be carefully controlled. There are some distractors in the text, so students need to listen carefully to ensure that they discount the distractors and choose the correct answers. 'Answer both parts of Question 20' has been inserted in bold so that students know that they have to answer two questions from one utterance.

SECTION B: Dictation

Level of demand

The dictation task in Section B targets low, medium and high demand across the four sentences. A range of Sound Symbol Correspondences (SSCs) drawn from the prescribed grammar list is tested across the four sentences.

Rationale for item type

Dictation is a required task with a minimum of 20 words, including some words from outside the prescribed vocabulary list. The two words from outside the prescribed vocabulary list are *prima* and *Apfel*.

Content sampled

Sentence 1

The first sentence tests simple and very familiar vocabulary using familiar SSCs (eg 'er' in the word *er*, 'ei' in *sein*, 'au' in *Haus*). This is to build students' confidence at the start of Section B.

Sentence 2

Sentence 2 uses a third person singular verb form in the context of another familiar topic for students, that of education. Different SSCs are being tested here, such as 'ie' in *die*, short 'a' in *Kantine*, long 'i' in *prima*. The last word in the sentence (*prima*) has been taken from outside the prescribed vocabulary list, but this is a familiar word which many students should have no difficulty in transcribing correctly.

Sentence 3

A different subject pronoun has been used in Sentence 3 to allow the sampling of different verb forms. A number of SSCs are tested here, eg long 'u' in *du*, short 'u' in *musst*, 'j' in *jede*, 'w' in *Woche* and 'sp' in *spazieren*.

Sentence 4

This sentence is in the first person and should be accessible to the majority of students. The SSCs tested here include soft 'ch' in *ich* and 'ss' in *esse*. The word *Apfel* comes from outside the prescribed vocabulary list. The SSCs tested here are a mixture of the straightforward (short 'a') and the more challenging (the 'pf' sound in the middle of the word).

Mark scheme considerations

The dictation is assessed for Communication of meaning (AO1) (4 marks) and Transcription and grammatical accuracy (AO3) (4 marks). When awarding the marks for AO1 and AO3, the student's response across all the spoken extracts will be considered as a whole. Detailed guidance is included in the mark scheme to help examiners apply the criteria consistently and accurately.

To exemplify the marking criteria, and to assist examiners in accurate application of the criteria, a range of exemplar student responses has been provided in the mark scheme with marks awarded for each of the assessment objectives and a commentary.

Perfection is **not** required for full marks in either AO1 or AO3. For example, occasional minor spelling errors do not preclude a top band mark for AO3. However, if there are numerous minor errors, this is likely to have an impact on the mark for AO3.

Accessibility considerations

Each of the four sentences will be read three times in total: fully, in short sections and fully again. The transcript indicates where the short sections are in the sentence.

The format of the question paper provides clarity to students on where to write their responses in that each sentence is listed separately. Students are also reminded to check that what they have written makes sense and that their spelling is accurate.