



GCSE
GERMAN
8662/LF

Paper 1 Listening
Foundation tier

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 Assessment Writer.

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	A (family)	1

Qu	Accept	Mark
02	B (free time)	1

Qu	Accept	Mark
03	E (languages)	1

Qu	Accept	Mark
04	C (holidays)	1

Qu	Accept	Mark
05	C (drink lots of water) / D (get plenty of exercise) (in any order)	2

Qu	Accept	Mark
06	A (do not smoke) / E (have a good breakfast) (in any order)	2

Qu	Accept	Mark
07.1	N (negative)	1

Qu	Accept	Mark
07.2	P (positive)	1

Qu	Accept	Mark
08.1	A (The air is polluted.)	1

Qu	Accept	Mark
08.2	C (There is a lot of litter.)	1

Qu	Accept	Mark
09.1	A (animals) / C (clothes) (in any order)	2

Qu	Accept	Mark
09.2	B (buildings) / D (countryside) (in any order)	2

Qu	Accept	Mark
10	C (A wedding)	1

Qu	Key idea	Accept	Reject	Mark
11	Gets on well with her ... grandfather	granddad; grandpa	father; any other family member	1
	Reason he is helpful; he supports her (when she has a problem) <i>(1 from 2)</i>	he helps her/me; he supports me	he is strict; he is strong	1

Qu	Key idea	Accept	Reject	Mark
12	Gets on well with his ... uncle		brother; any other family member	1
	Reason he is funny; they laugh together/he makes him laugh <i>(1 from 2)</i>	he makes me laugh; we laugh together; he laughs a lot	he is nice	1

Qu	Accept	Mark
13	E (lost money)	1

Qu	Accept	Mark
14	B (dangerous activity)	1

Qu	Accept	Mark
15	D (language difficulties)	1

Qu	Accept	Mark
16	C (hospital visit)	1

Qu	Accept	Mark
17	A (bad weather)	1

Qu	Key idea	Accept	Reject	Mark
18.1	by train	by rail; there is a bridge	by car; by car bridge	1

Qu	Key idea	Accept	Reject	Mark
18.2	(famous) artists	painters	tourists	1

Qu	Key idea	Accept	Reject	Mark
19	now: teacher future: actor	work in a school		2

Qu	Accept	Mark
20.1	C (tests)	1

Qu	Accept	Mark
20.2	C (Students must stay in school at break.)	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 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** Er mag / sein neues Haus.
- Sentence 2** Die Kantine / ist prima.
- Sentence 3** Du musst / jede Woche / spazieren gehen.
- Sentence 4** Ich esse / einen grünen Apfel.

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. Er mag sein neues Haus.
2. Die Cantine ist prima.
3. Du musst jede Woche spazieren gehen.
4. Ich esse eine grunen Apfel.

AO1 4/4

AO3 4/4

Total marks awarded for Student 1 = 8/8

Commentary

The incorrect spellings of *Kantine* and *einen* and the missing umlaut on *grünen* 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 good at this level.

Student 2

1. Er mag sein neues Hause.
2. Die Cantina is preema.
3. Du musst jeder woche sp... gehe.
4. Ich esse ein grüne apfl.

AO1 3/4

AO3 3/4

Total marks awarded for Student 2 = 6/8

Commentary

The gap in sentence 3 means that the meaning of this spoken extract is not fully communicated. There are spelling errors in sentence 1 (*newes* and *Hause*), sentence 2 (*Cantina*, *preema*) and sentence 4 (*ein*, *grüne*, *apfl*), but the meaning of these spoken extracts is mostly communicated. Therefore, an overall mark of 3 for AO1 is awarded.

A mark of 3 is awarded for AO3. Overall, words are generally transcribed correctly (*er*, *mag*, *sein*, *die*, *musst*, *Woche*, *ich*, *esse*) and the level of grammatical accuracy is reasonable, but there are some errors, for example *jeder* for *jede* or *gehe* for *gehen*.

Student 3

1. Er maag sine new hause.
2. De canteena is premer.
3. Du must jede woche gehe.
4. Ick ess ein grun appel.

AO1 2/4

AO3 1/4

Total marks awarded for Student 3 = 3/8

Commentary

The meaning of the spoken extracts is sometimes communicated. Despite the errors in sentence 1, the meaning is understandable. Sentence 2 is muddled and not much is communicated here. Sentence 3 is incomplete, which prevents some of the meaning being communicated. Sentence 4 has some understandable parts but the meaning is only sometimes communicated. 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 – no verb forms are correctly transcribed, for example.

Student 4

1. air mag zine hause.
2. Dee can.... is premier
3. Du must yada vocka spatz.... gayen
4. Ick es in Apple.

AO1 1/4

AO3 1/4

Total marks awarded for Student 4 = 2/8

Commentary

Although there are rare occasions when some meaning is communicated, there is little evidence here of clarity. In sentence 1, the first and third words convey something, but the other two words do not. The gaps, incorrect transcriptions and muddled words in the other sentences mean that their meanings are not communicated at all. Because the meaning of the spoken extracts overall is rarely communicated, 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 three examples of words not having been attempted.