

# GCSE GERMAN 8662/LH

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**Paper 1 Listening – Sample assessment material**

Item commentary booklet – Higher tier

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## SECTION A: Listening comprehension

### Question 1 – Overlap

Level of demand Low (2 marks)

#### Rationale for item type

This is an overlap question (= FT, Qu 8) and it should prove to be an encouraging opening to this question paper for Higher tier students. 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 1.1 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 1.2 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 1' has been inserted in bold to ensure that students realise that they have to answer both parts of this question in one go.

### Question 2 – Overlap

Level of demand Low (1 mark)

#### Rationale for item type

This is another overlap question (= FT, Qu 10) which Higher tier students should easily take in their stride. It is in a familiar multiple-choice format. 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. A high success rate on this low demand item is anticipated.

#### 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.

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### 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 3 – Overlap

Level of demand Low (1 mark)

### Rationale for item type

This is another overlap item (= FT, Qu 13) and although students will need to listen carefully before choosing their answers, the vocabulary should be manageable by a large majority of Higher tier students and experience from the current specification shows that students operating at around grades 4/5 manage with a high degree of success to discard the distractors that they hear and focus on the correct response. Students need to match what they hear with the summary of the problem listed in the grid of options.

### 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 slightly more complex at this level, but it should be accessible to a large majority of Higher tier students, 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 4 – Overlap

Level of demand Low (1 mark)

### Rationale for item type

Question 4 is the second of a set of five low 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 they 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.

### Content sampled (vocab/grammar)

am ersten Tag, Bergsteigen, gefährlich, Angst haben

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### 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 slightly more complex at this level, but it should be accessible to the large majority of Higher tier students, 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 5 – Overlap

Level of demand Low (1 mark)

### Rationale for item type

Question 5 is the third of a set of five low 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 they 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.

### 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 quite short to prevent cognitive overload. The language is slightly more complex at this level, but it should be accessible to a large majority of Higher tier students, 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 6 – Overlap

Level of demand Low (1 mark)

### Rationale for item type

Question 6 is the fourth of a set of five low 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 they 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.

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### 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 slightly more complex at this level, but it should be accessible to a large majority of Higher tier students, 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 7 – Overlap

Level of demand Low (1 mark)

### Rationale for item type

Question 7 is the last of a set of five low 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 they 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.

### Content sampled (vocab/grammar)

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

### 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 slightly more complex at this level, but it should be accessible to a large majority of Higher tier students, 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.

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## Question 8 – Overlap

Level of demand Low (2 marks)

### Rationale for item type

This written response question is another low demand overlap item (=FT, Qu 18) and it is likely that the written nature of the response required will lead to a slightly lower success rate than the earlier items on this paper, although it will prove to be more successful at Higher tier than at Foundation tier. If students know the words *Bahn* and *Künstler* and can reject the compound word *Autobücke*, they should be successful, although a student who writes 'bridge' as the answer (without 'car') will get the credit. These words are all listed on the Foundation tier vocabulary list and should be well known by Higher tier students.

### Content sampled (vocab/grammar)

keine, Autobücke, 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 9 – Overlap

Level of demand Low (2 marks)

### Rationale for item type

This is the final overlap question (= FT, Qu 19) and it is a familiar question type from the current specification in which students have to summarise the details that they hear in a grid with reference to time frames. 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. Experience from the current specification suggests that Higher tier students will complete this exercise with a much higher success rate than their Foundation tier counterparts.

### 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.

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### Accessibility considerations

The language used 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), but this should not pose any major problems for Higher tier students.

## Question 10

Level of demand Low (2 marks)

### Rationale for item type

The first question which features only on the Higher tier paper is on the familiar topic of family relationships. It is at low demand and takes the form of a straightforward multiple-choice question. Students need to listen carefully to the key vocabulary (*Unterstützung, Probleme, Job*) and then discard the distractors in part 1; the inclusion of the cognate word *Job* should be a big help here, although students have to discard option C which contains the word 'problems'. In part 2 successful students will understand that he argues with his mother because she thinks he should be helping in the house but he is too tired after work and arrive at the correct answer.

### Content sampled (vocab/grammar)

gut, Beziehung, bekommen, Unterstützung, Probleme, Job, streiten, faul, zu Hause, helfen, müde.

### 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 and accessible language. The utterance is written in reasonably simple language although there is quite a lot for students to listen to; it will be heard at an appropriate speed and there will be a small pause between the two sections of the question to prevent cognitive overload. There are a small number of 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 10' has been inserted in bold so that students know that they have to answer two questions from one utterance.

## Question 11

Level of demand Medium (1 mark)

### Rationale for item type

This is the first question of a set of four questions with a question type (P, N, P+N). This is a task type which has been used successfully in the current specification. It is an excellent test of students' ability to understand attitudes and opinions expressed by the speakers. The vocabulary is not too challenging in this set of questions (which are medium demand) and words and phrases like *zu viel, Angst haben* and *süchtig* should be known relatively well by Higher tier students. Question 11 is more straightforward than the later questions in this set of questions.

### Content sampled (vocab/grammar)

zu viel, Angst haben, süchtig

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### Mark scheme considerations

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

### Accessibility considerations

This is a very familiar question type from the current specification although the vocabulary is a little more challenging at this stage, all items are on the vocabulary list and should be known by many able Higher tier students. Students are being tested on their ability to recognise opinions but there is more than one clue to the answer in the question. Questions 11 and 12 are more straightforward than Questions 13 and 14, providing an incline of difficulty within this set of questions.

## Question 12

Level of demand Medium (1 mark)

### Rationale for item type

This is the second question of a set of four questions and it is an excellent test of students' ability to understand attitudes and opinions expressed by the speakers. The vocabulary is not too challenging in this set of questions (which are medium demand), and words and phrases like *gefallen* and *kreativ* should be known relatively well by Higher tier students. Question 12 is more straightforward than the later questions in this set of questions.

### Content sampled (vocab/grammar)

gefallen (es gefällt mir), kreativ

### Mark scheme considerations

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

### Accessibility considerations

This is a very familiar question type from the current specification. Although the vocabulary is a little more challenging at this stage, all items are on the vocabulary list and should be known by many able Higher tier students. Students are being tested on their ability to recognise opinions but there is more than one clue to the answer in the question. Questions 11 and 12 are more straightforward than Questions 13 and 14, providing an incline of difficulty within this set of questions.



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## Question 13

Level of demand Medium (1 mark)

### Rationale for item type

This is the third question of a set of 4 questions whose question type (P, N, P+N) is very familiar from the current specification; it is an excellent test of students' ability to understand attitudes and opinions expressed by the speakers. The vocabulary is not too challenging in this set of questions (which are medium demand), and words and phrases like *billig*, *jedoch*, *Risiko*, *falsch*, *Produkt* and *bekommen* should be known relatively well by Higher tier students. Question 13 is slightly more challenging than the earlier questions in this set of questions.

### Content sampled (vocab/grammar)

billig, jedoch, Risiko, falsch, Produkt, bekommen

### Mark scheme considerations

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

### Accessibility considerations

This is a very familiar question type from the current specification. Although the vocabulary is a little more challenging at this stage, all items are on the vocabulary list and should be known by many able Higher tier students. Students are being tested on their ability to recognise opinions but there is more than one clue to the answer in the question. Questions 11 and 12 are more straightforward than Questions 13 and 14, providing an incline of difficulty within this set of questions.

## Question 14

Level of demand Medium (1 mark)

### Rationale for item type

This is the final question of a set of 4 questions whose question type (P, N, P+N) is very familiar from the current specification; it is an excellent test of students' ability to understand attitudes and opinions expressed by the speakers. The vocabulary is not too challenging in this set of questions (which are medium demand), and words and phrases like *bauen*, *eigenen*, *Computer*, *toll*, *Fortschritte*, *stolz* and *Kenntnisse* should be known relatively well by Higher tier students. Question 14 is slightly more challenging than the earlier questions in this set of questions.

### Content sampled (vocab/grammar)

bauen, eigenen, Computer, toll, Fortschritte, stolz, Kenntnisse.

### Mark scheme considerations

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

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### Accessibility considerations

This is a very familiar question type from the current specification. Although the vocabulary is a little more challenging at this stage, all items are on the vocabulary list and should be known by many able Higher tier students. Students are being tested on their ability to recognise opinions but there is more than one clue to the answer in the question. Questions 11 and 12 are more straightforward than Questions 13 and 14, providing an incline of difficulty within this set of questions.

## Questions 15

Level of demand High (2 marks)

### Rationale for item type

This is the first high demand question on this paper. It is likely that the first part will be more successful than the second; students will need to understand *sich verletzen*, although they do not have to link it to the idea of playing tennis to be successful; that said, the idea of playing tennis might help them reach the correct answer.

Part 2 will be answered successfully by those students who understand *verzichten auf*, a more challenging item of vocabulary, but a word which features on the Higher tier vocabulary list.

### Content sampled (vocab/grammar)

sich verletzen, Tennis, spielen, untersuchen, einen Monat lang, Sport, verzichten auf.

### 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

Although the text is a slightly longer one at this stage in the question paper, it will be delivered at an appropriate speed, allowing students time to process the material that they have heard. Ample time will be given for them to formulate their written answers, which are not unduly long. Only one detail is required in both Question 15.1 and Question 15.2. The vocabulary is more challenging at this stage in the question paper, but all words appear on the Higher tier vocabulary list. 'Answer both parts of Question 15' has been inserted in bold so that students know that they have to answer two questions from one utterance.

## Question 16

Level of demand High (2 marks)

### Rationale for item type

This is the first of two short items aimed at high demand because students have to listen carefully to some more challenging items of vocabulary and then select the matching ideal job without always hearing it directly named. In Question 16, the vocabulary items *Berichte*, *schreiben* and *Zeitung* lead to journalist, and *Bühne* and *Publikum* and *spielen* lead to actor. Students will need to listen carefully and understand the whole passage to be successful in these questions.

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### Content sampled (vocab/grammar)

Berichte, schreiben, Zeitung, Bühne, Publikum, spielen.

### 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

The options are written in very straightforward language which should be easily understood. Although the utterances are longer, they are not excessively long and they will be delivered at an appropriate speed. 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 17

Level of demand High (2 marks)

### Rationale for item type

This is the second of two short items aimed at high demand because students have to listen carefully to some more challenging items of vocabulary and then select the matching ideal job without always hearing it directly named. In Question 17, the vocabulary items *Sprachen*, *benutzen*, *Texte* and *übersetzen* lead to translator and *Ausland*, *reisen* and *Verkäuferin* lead to salesperson. Students will need to listen carefully and understand the whole passage to be successful in these questions; they could choose the wrong answer if they do not listen carefully to the whole passage (for example *Texte* could lead them erroneously to 'journalist').

### Content sampled (vocab/grammar)

Sprachen, benutzen, Texte, übersetzen, Ausland, reisen, Verkäuferin.

### 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

The options are written in very straightforward language which should be easily understood. Although the utterances are longer, they are not excessively long and they will be delivered at an appropriate speed. 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 and disregard any distractors.

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## Question 18

Level of demand Medium (3 marks)

### Rationale for item type

In this question students need to listen to three people describing their hobby and then decide if they did this hobby in the past, are doing it now or will do it in the future. The tenses here are clearly signposted. Most Higher tier students should be able to complete this question successfully.

### Content sampled (vocab/grammar)

malen, finden, entspannend, besser, durch, Alltag, kommen, klettern, Gerät, war, teuer, aufgeben, laufen, beginnen, wann, Sportschuhe, morgen, Abend, anfangen.

### Mark scheme considerations

P, N or F 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

Although the utterance is longer, it will be delivered at an appropriate speed with pauses between each speaker's utterance. Names are used in order to signpost clearly which speaker is speaking and which question is being targeted. The tenses used are clearly demarcated (for example with the perfect tense or the future tense and appropriate time markers) and there are no 'tricks' in this question. 'Answer all parts of Question 18' has been inserted in bold so that students know that they have to answer three questions from one utterance.

## Question 19

Level of demand Medium (1 mark)

### Rationale for item type

In this set of questions (Questions 19 and 20), students hear an example question and then two assessed questions being put to a contestant on a fictitious reality television show. This question differentiates well between students who are operating successfully at the higher grades and for those who are not, answers are often too approximate or vague to be creditworthy. Students have to complete the sentence in English to give the key information – a direct translation is **not** required; the example is given to help students know how much detail they need to give. Success in Question 19 depends on students understanding *gefallen* and *bekannt sein*. Alternative answers are given in the mark scheme. Experience from the current specification shows that this question will differentiate well between students.

### Content sampled (vocab/grammar)

gefallen, bekannt, sein

### 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. A direct translation is **not** required – students can score the marks by completing the English sentence to give the key information.

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### Accessibility considerations

The language used in the utterances is slightly more challenging, but they are not long. Students will be given ample time to write their answers. This is **not** a translation exercise – students will score the marks if they can understand the utterances and give the answer with an appropriate level of detail. The example makes it clear to students the level of detail required and also that a direct translation is **not** required.

## Question 20

Level of demand Medium (1 mark)

### Rationale for item type

In this set of questions (Questions 19 and 20), students hear an example question and then two assessed questions being put to a contestant on a fictitious reality television show. This question differentiates well between students who are operating successfully at the higher grades and for those who are not, answers are often too approximate or vague to be creditworthy. Students have to summarise what they hear – a direct translation is not required; the example is given to help students know how much detail they need to give and it is deliberately not a direct translation of the question asked. Success in Question 20 depends on students understanding *machen*, *Fotos*, *Fans*, *mit dir*. Alternative answers are given in the mark scheme. Experience from the current specification shows that this question will differentiate well between students.

### Content sampled (vocab/grammar)

Machen, Fans, Fotos, mit dir.

### 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. A direct translation is not required – students can score the marks by summarising the information that they hear.

### Accessibility considerations

The language used in the utterances is slightly more challenging, but they are not long. Students will be given ample time to write their answers. This is not a translation exercise – students will score the marks if they can understand the utterances and summarise them with an appropriate level of detail. The example makes it clear to students the level of detail required and also that a direct translation is not required.

## Question 21

Level of demand Medium (3 marks)

### Rationale for item type

This question should be reasonably straightforward; it is medium demand and the theme of problems at school is well known. Students are also used to the question type (matching), and those students who understand *Austausch*, *Partnerschule*, *Spaß*, *Druck*, *Prüfungen*, *bestehen*, *Oberstufe*, *Abitur* and *Ausbildung* should be successful. Experience of this type of question from the current specification suggests that success rates will be high.

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### Content sampled (vocab/grammar)

Austausch, Partnerschule, Spaß, Druck, Prüfungen, bestehen, Oberstufe, Abitur, Ausbildung.

### 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

Although this is a long utterance, it is not overly long, and it will be delivered at an appropriate speed with small pauses between each of the speakers (and therefore between the three parts of the question). Names are used to indicate clearly to students who is speaking and which part of the question is being targeted. The language in this question is not particularly difficult, and able Higher tier students should be able to answer this question with a high degree of success; the matching style of question is well known from the current specification and this helps to ensure that the level of demand remains accessible. 'Answer all parts of Question 21' has been inserted in bold so that students know that they have to answer three questions from one utterance.

## Question 22

Level of demand High (2 marks)

### Rationale for item type

This verbal-answer high demand question will differentiate well, and only the most able students will be able to access both marks. The first part depends on whether students understand the word *Veranstaltung*, which is a challenging item on the Higher tier vocabulary list. The second part is a little more accessible with the key items of vocabulary being *Einkaufsmöglichkeiten*, *Luft* and *rein*. There are two possible answers to the second part, which also slightly decreases the demand of this item.

### Content sampled (vocab/grammar)

Wochenende, Veranstaltung, Einkaufsmöglichkeiten, Luft, rein.

### 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. Answers that would not be creditworthy because they are too approximate or vague are also given. Students who understand the key ideas in this question and can write a sufficiently accurate answer will be credited – they do not need to translate exactly what they hear to gain the marks.

### Accessibility considerations

The utterance is not particularly long, but the two key ideas do come quickly one after the other; the speed of delivery will be appropriate, and a small pause will be inserted between the two sections, to ensure that students have enough time to write their answers. The language here is appropriately challenging without being too difficult, and a range of acceptable answers is given in the mark scheme. 'Answer both parts of Question 22' has been inserted in bold so that students know that they have to answer two questions from one utterance.

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## Question 23

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

### Rationale for item type

This is a reasonably accessible item on the theme of social media with multiple-choice answers. Able students should be able to discount the distractors (*Freunde, witzig*) and home in on the correct choices (*ärgerlich, Nachrichten, informieren*). Again, those whose understanding of the whole passage is less secure will probably pick up on individual words and hunt for the English equivalent, which means that it is less likely that they will be successful. Key to success here is understanding the whole passage. Question 23.1 is considered to be more demanding than Question 23.2 because of the distractor of what her friends think about advertising on social media, and therefore this part of the question is targeted at high demand.

### Content sampled (vocab/grammar)

mögen, Werbung, soziale Medien, witzig, ärgerlich, versuchen, Sachen, verkaufen, brauchen, benutzen, Nachrichten, sich informieren über.

### 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

Again, the utterance is not particularly long, but the two key ideas come one after the other; the speed of delivery will be appropriate, and a small pause will be inserted between the two sections, to ensure that students have enough time to choose their answers. The multiple-choice nature of this question should make it accessible to the majority of Higher tier students. As with Question 22, the language here is appropriately challenging without being too difficult. 'Answer both parts of Question 23' has been inserted in bold so that students know that they have to answer two questions from one utterance.

## Question 24

Level of demand High (2 marks)

### Rationale for item type

Questions 24 and 25 are the last two questions in section A and they are non-verbal (matching questions), but these items will prove to be some of the most challenging questions on the paper. Students need to listen to radio news headlines and then match the news stories to the options in the grid, which are a summary of what they have heard. The items do not need to be listed in the order heard, ensuring that this item remains at an appropriate level of difficulty. The vocabulary is challenging, although all the items are on the vocabulary list, and there are distractors in the list of options. Only the most able students will be successful here, but as these questions are high demand, this is to be expected.

### Content sampled (vocab/grammar)

Moschee, Köln, Türen, öffnen/geöffnet, Besucher, Gebäude, ansehen, Ausstellung, Gäste, einladen, Geschichte, Juden, Deutschland, kennenlernen.



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### 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

Questions 24 and 25 are the two most challenging items on the Higher tier paper with some difficult items of vocabulary being tested, although all words feature on the vocabulary list. The matching question type helps to ensure that this question remains accessible, but there are distractors in the options which students will need to discount. This question has been designed to identify the highest performing students and it is probable that only those students working the highest grades will be successful here.

## Question 25

Level of demand High (2 marks)

### Rationale for item type

Questions 24 and 25 are the last two questions in section A and they are non-verbal (matching questions), but these items will prove to be some of the most challenging questions on the paper. Students need to listen to radio news headlines and then match the news stories to the options in the grid, which are a summary of what they have heard. The items do not need to be listed in the order heard, ensuring that this item remains at an appropriate level of difficulty. The vocabulary is challenging, although all the items are on the vocabulary list, and there are distractors in the list of options. Only the most able students will be successful here, but as these questions are aimed at high demand, this is to be expected.

### Content sampled (vocab/grammar)

stark, Verkehr, Autofahrer, lange, warten, Ziel, kommen, Schwierigkeiten, umweltfreundlich, nicht, genug, Orte, Elektroauto, aufladen.

### 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

Questions 24 and 25 are the two most challenging items on the Higher tier paper with some difficult items of vocabulary being tested, although all words feature on the vocabulary list. The matching question type helps to ensure that this question remains accessible, but there are distractors in the options which students will need to discount. This question has been designed to identify the highest performing students and it is probable that only those students working at the highest grades will be successful here.



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## SECTION B: Dictation

### Level of demand

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

### Rationale for item type

Dictation is a required task with a minimum of 30 words, including some words from outside the prescribed vocabulary list. Two words from outside the prescribed vocabulary are tested here – *Schokolade* and *Gitarre*.

### Content sampled

#### Sentence 1

This first sentence tests straightforward vocabulary taken from the familiar theme of education. The SSCs tested are also straightforward and should be familiar to a large majority of students – for example, 'w' in *wir*, 'ei' in *keine* and 'au' (twice) in *Hausaufgaben*. This sentence should build students' confidence at the start of Section B.

#### Sentence 2

This sentence tests a third-person verb but the language is straightforward. Different SSCs are tested here, for example 'z' in *zu*, 'ie' in *viel*, 'sch' in *Schokolade* and the soft 'ch' in *nicht*. *Schokolade* is not on the defined vocabulary list.

#### Sentence 3

This sentence is written in the future tense and also contains an unlisted item of vocabulary – *Gitarre*. This item should not prove to be difficult to transcribe and many students will be able to get this correct. A range of familiar ('ch' in *ich*, 'eu' in *heute*) and more challenging ('-d' in *Abend*, hard 'g' in *Gitarre* – some students will write '*Guitarre*') SSCs are tested here.

#### Sentence 4

This is one of the more difficult sentences in Section B as it contains a modal verb and slightly more challenging vocabulary (*Umwelt*, *tun*). There are some SSCs here that students will need to think carefully about before transcribing, eg 's-' in *sollte*, 'eh' in *mehr*, long 'u' in *tun*. This sentence should discriminate well between students.

#### Sentence 5

The final sentence is in the third person and it contains some more challenging vocabulary (*unsere*, *Nachbarn*, *Urlaub*). SSCs such as intervocalic -s- (*unsere*), 'ch' (*Nachbarn*), long 'a' (*fahren*) and final -b (*Urlaub*) are being tested here and again this sentence should differentiate well between students.

### Mark scheme considerations

The dictation is assessed for Communication of meaning (AO1) (5 marks) and Transcription and grammatical accuracy (AO3) (5 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.

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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 five 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.