



GCSE
GERMAN
8662/LH

Paper 1 Listening

Higher 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.

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 (The air is polluted)	1

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

Qu	Accept	Mark
02	C (A wedding)	1

Qu	Accept	Mark
03	E (lost money)	1

Qu	Accept	Mark
04	B (dangerous activity)	1

Qu	Accept	Mark
05	D (language difficulties)	1

Qu	Accept	Mark
06	C (hospital visit)	1

Qu	Accept	Mark
07	A (bad weather)	1

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

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

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

Qu	Accept	Mark
10.1	B (He helps Mesut with difficulties at work.)	1

Qu	Accept	Mark
10.2	B (She thinks Mesut is lazy.)	1

Qu	Accept	Mark
11	N (Negative)	1

Qu	Accept	Mark
12	P (Positive)	1

Qu	Accept	Mark
13	P+N / PN / N+P / NP (Positive + Negative)	1

Qu	Accept	Mark
14	P (Positive)	1

Qu	Key idea	Accept	Reject	Mark
15.1	she has injured herself (playing tennis)	she has hurt herself (playing tennis)	she has played tennis (no mention of injury)	1

Qu	Key idea	Accept	Reject	Mark
15.2	give up sport	do no sport; accept 'exercise' for 'sport'; accept 'tennis' for sport	do sport / exercise	1

Qu	Accept	Mark
16	A (actor) AND C (journalist) (in any order)	2

Qu	Accept	Mark
17	D (salesperson) AND F (translator) (in any order)	2

Qu	Accept	Mark
18.1	N (now)	1

Qu	Accept	Mark
18.2	P (past)	1

Qu	Accept	Mark
18.3	F (future)	1

Qu	Key idea	Accept	Reject	Mark
19	being famous/ well-known	fame		1

Qu	Key idea	Accept	Reject	Mark
20	her fans take photos with her	her fans take photos of her	she takes photos of her fans	1

Qu	Accept	Mark
21.1	B (going on a school trip)	1

Qu	Accept	Mark
21.2	C (passing their exams)	1

Qu	Accept	Mark
21.3	E (their future plans)	1

Qu	Key idea	Accept	Reject	Mark
22.1	There are lots of <u>events</u> (at the weekend)	There's lots to do/ things going on (at the weekend)	The weekends are good (too vague)	1

Qu	Key idea	Accept	Reject	Mark
22.2	The shopping opportunities are bad The air is not pure (1 from 2)	The shops are bad/ poor; the shops (by itself) The air is not clean/ dirty/polluted.		1

Qu	Accept	Mark
23.1	B (They annoy her.)	1

Qu	Accept	Mark
23.2	C (What is going on in the world.)	1

Qu	Accept	Mark
24	A (historical exhibition opens) (1 mark) AND C (open day at a religious building) (1 mark) (in any order)	2

Qu	Accept	Mark
25	D (difficulties for eco-friendly motorists) (1 mark) AND F (traffic problems on the roads) (1 mark) (in any order)	2

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 speilen* – the meaning would be communicated despite the incorrect spellings of *musst*, *Fußball* and *spielen*.

- Once you have decided on the mark for AO1, you should read through the whole transcription once more and decide on the mark for AO3.
- A mark of zero for AO1 automatically results in a mark of zero for AO3, but apart from that, the AO1 mark does not limit the mark for AO3.
- If a student leaves gaps in their transcription, you must assume that any attempt would have been highly inaccurate and award a mark for AO3 accordingly. Not to do so would penalise unfairly those students who make an attempt at transcription but whose transcriptions are highly inaccurate.
- Occasional minor errors in transcription do not preclude a top level mark for AO3; perfection is **not** required. Examples of minor errors could include spelling errors which change neither the meaning of the word nor the transcription of the correct sound-symbol correspondence eg *gehen 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** Wir haben / keine Hausaufgaben / bekommen.
- Sentence 2** Zu viel Schokolade / ist nicht gesund.
- Sentence 3** Ich werde / heute Abend / Gitarre spielen.
- Sentence 4** Man sollte / mehr für / die Umwelt tun.
- Sentence 5** Unsere Nachbarn / fahren / in den Urlaub.

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. Wir haben kein Hausaufgaben bekommen.
2. Zu viel Schokolade ist nicht gesund.
3. Ich werde heute abend Gitare spielen.
4. Man sollte mehr für die Umwelt tun.
5. Unser Nachbarn fahren in den urlaub.

AO1 5/5

AO3 5/5

Total marks awarded for Student 1 = 10/10

Commentary

Although there are minor errors in sentences 1, 3 and 5, 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 (*kein* for *keine*, *Gitare* for *Gitarre*, *unser* for *unsere*), there is a very high level of grammatical accuracy with verb forms always correct and an excellent level of correct transcription. A mark of 5 for AO3 is awarded.

Student 2

1. Wir habe kein Hausaufgaben bekomme
2. Zu viele Shokolade ist nicht gesunt
3. Ich werde heute abent gitare spielen
4. Mann sollte mehr fur der umwelt tun
5. Unser nachbar fähren in der urlaup.

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 where the reader has to pause to think about what has been written (*bekomme*, *gitare*, *urlaup*). A mark of 4 is awarded for AO1.

In terms of AO3, a mark of 3 is awarded. Words are generally transcribed accurately, but some words are only nearly accurate, for example *habe*, *bekomme*, *Shokolade*, *abend*, *urlaup*). The level of grammatical accuracy is reasonable, but there are problems with correct verb forms (*wir habe*), past participles (*bekomme*), the confusion of *Mann* and *man* and incorrect case endings (*unser*).

Student 3

1. Wir habe kein hausaufgaben bekom
2. Zu fiel chocolade is nicht gesund
3. Ich werdeabend gitara spiel
4. mann solte meer vor de oomvelt tu
5. Unsere Nachmittag fahre in die Urlaub

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 incorrect past participle makes the ending unclear; sentence 2 is again partially conveyed. Sentence 3 has a missing section but the rest would convey some meaning. Sentence 4 is muddled and does not convey any meaning. Sentence 5 has the wrong word (*Nachmittag* not *Nachbarn*), which makes no sense, but the end of the sentence does convey something. 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. 10 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. Moreover, the level of grammatical accuracy is limited – there are examples of incorrect verb forms, wrong past participles, wrong infinitives after modal verbs, confusion of *Mann* and *man*, wrong genders and case use. The best descriptor for this student's response is Level 2, therefore.

Student 4

1. Wir haben kine houseafgaab become
2. Zu weil chocolade is nicht gez...
3. Ich vairde hoita arbent gitara spiele
4. Mann solte meer vor der umvelt toon
5. fahre in de ...

AO1 1/5

AO3 1/5

Total marks awarded for Student 4 = 2/10

Commentary

The meaning of these spoken extracts is rarely communicated – something can be gleaned from sentence 1, sentence 2 is incomplete, sentence 3 makes little sense, sentence 4 is muddled and there is nothing creditworthy 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 (*wir, haben, zu, nicht, ich, in*) and the level of grammatical knowledge is very limited. There are also gaps in the transcription where the student has clearly understood nothing.