
GCSE
GERMAN
8668/LH

Paper 1 Listening Higher Tier

Mark scheme

June 2024

Version 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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Listening and Reading tests

General principles of marking

Non-verbal answers

Follow the mark scheme as set out.

Verbal answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. The following guidance should be borne in mind when marking.
 - a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. This applies whether the answer is in English or target language. A separate assessment of spelling, punctuation and grammar is not required because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
 - b) Where a student has given alternatives or additional information in an answer, the following criteria should be applied: – if the alternative/addition does not contradict the key idea/make it ambiguous, **accept** – if the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
 - c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
 - d) Where a question has more than one **section (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section. Eg, in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.
2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.
3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.
4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.
5. .../. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.
6. In questions which are T/F/? or ✓/X/? in either Section A or Section B, a mix and match approach should be tolerated and credit given where it is clear and unambiguous (eg consistent use by the candidate). If candidates write 'True' instead of 'R' for Richtig in Section B, this should also be credited despite the wrong language being used.

7. The following general principles should be applied in relation to answers in the target language in Section B:

- a) Incorrect personal pronouns – accept (unless this causes ambiguity).
- b) Incorrect possessive adjectives – accept (unless this causes ambiguity).
- c) Wrong gender – accept (unless this causes ambiguity).
- d) Infinitive – will normally communicate without ambiguity, so should be accepted.
- e) Wrong tense – accept as long as student comprehension is not in question.
- f) Minor spelling errors – accept as long as the answer is understandable with no ambiguity.
In Section B, this means that even if the spelling error results in the creation of a word in another language, including English, then provided it is a recognisable attempt at a spelling in the target language, it will be credited.

Question	Key idea	Accept	Reject	Mark
01	Yesterday: chat(ted) with his grandparents	chat(ted)/speak (spoke)/talk(ed) with his grandmother and grandfather	grandmother/grandfather (singular); chat(ted) with his parents; any other family members	1
	Today: post photos of his (new) dog	share photos of his (new) dog; upload photos of his (new) dog; take/took photo of his (new) dog and post(ed) it;	take (took) photos/pictures of his (new) dog (not clear they are posted); dog (by itself – too vague); share/post photos (no mention of dog); post(ed) photos of a dog (not clear it's his dog); reject 'his (new) dogs' (plural)	1

Question	Key idea	Accept	Reject	Mark
02	Problem today: a boy (she doesn't like) is following her online	she is being bothered by a boy online; she doesn't like a boy who is following her online; there's a boy she doesn't like (online); a boy isn't/wasn't nice to her online; didn't want to talk to a boy online as she doesn't like him	reject any answer which suggests that she is talking to a boy online – she is ignoring the boy who is trying to contact her; she met a boy/young person online; references to 'young people' (text says 'ein Junge' – singular); too many young people on social media	1
	Problem in the future: cannot give up social media/will have a social media addiction	will become addicted to social media; accept 'addiction' (by itself) here – it can only refer to social media; addictive (by itself); 'addicting' (by itself)	she will have to give up social media; too many young people on social media; social media not safe; social media not good for you (too vague)	1

Question	Accept	Mark
03	B (earning money to buy a car)	1

Question	Accept	Mark
04	A (doing an apprenticeship instead of going to university)	1

Question	Accept	Mark
05	F (running their own car repair business)	1

Question	Accept	Mark
06	G (working in a caring profession)	1

Question	Accept	Mark
07	D (having lots of money)	1

Question	Accept	Mark
08	B D E (in any order) B (They will stay on the coast.) D (They will go on trips in the local area.) E (They will stay for a week in Italy.)	3

Question	Key idea	Accept	Reject	Mark
09.1	(some people) cannot pay the <u>rent</u> (for a flat/house/place to live)	(some people) cannot afford the <u>rent</u> (for a flat/house/place to live); the <u>rent</u> is too high	references to buying a flat/house/place to live; they cannot afford a flat/house/apartment (no reference to <u>rent</u>); houses/flats are too expensive; not enough places to rent; not enough places to live	1

Question	Key idea	Accept	Reject	Mark
09.2	<u>family</u> relationships go wrong/break down they have to leave the parents' house (1 from 2)	problems with family relationships; arguments/fights in the family; rifts in family relationships; broken family relationships; broken homes; not being supported by their family; not getting enough help from their family; no support from their family their parents kick them out of the house	problems with relationships (without reference to family);	1

Question	Accept	Mark
10	D (It helps me meet new people.)	1

Question	Accept	Mark
11	A (I am very competitive.)	1

Question	Accept	Mark
12	C (I feel more self-confident.)	1

Question	Accept	Mark
13	P (positive)	1

Question	Accept	Mark
14	P + N (positive and negative)	1

Question	Accept	Mark
15	N (negative)	1

Question	Accept	Mark
16	P + N (positive and negative)	1

Question	Key idea	Accept	Reject	Mark
17	there aren't enough places to park/parking places	there aren't enough car parks; there isn't anywhere to park; it's difficult to park; accept: 'park spaces' and 'park places'	any references to 'park(s)' (= green space)	1

Question	Key idea	Accept	Reject	Mark
18	they are building (lots of) <u>ugly buildings</u> here	<u>ugly buildings</u> are being built; there are <u>ugly buildings</u> ; accept synonyms for ugly (eg awful, horrible, unpleasant, not beautiful, terrible, nasty)	there are lots of buildings (needs reference to ugly buildings to be creditworthy)	1

Question	Key idea	Accept	Reject	Mark
19	you can buy a (nice) house there <u>cheaply/reasonably/for not too much money</u>	houses there are cheap/reasonable/not too expensive; housing there is affordable	houses there are beautiful (needs reference to 'at a reasonable price'/'cheaply' to be creditworthy); you can buy a house there (too vague – no reference to 'at a reasonable price'); 'you can easily buy a nice house' (easily is too vague – not a clear translation of 'günstig')	1

Question	Key idea	Accept	Reject	Mark
20.1	the lamb/the meat/the meal was (too) <u>spicy</u> (for him)	it (referring to the meal in general) was (too) spicy; accept 'hot', 'tangy', 'strong' for spicy; 'the food was too hot' (could mean 'spicy')	reject 'sharp' for 'scharf'; the lamb/the meat/the meal was bad/disgusting etc (needs reference to 'spicy' to be creditworthy)	1

Question	Key idea	Accept	Reject	Mark
20.2	cherries are her favourite fruit	she likes cherries; it (referring to the meal) had her favourite fruit in it; she had her favourite fruit (as dessert); she had her favourite dessert	any reference to onion soup; any reference to any other fruit; it's her favourite food (too vague); any reference to vegetables	1

Question	Key idea	Accept	Reject	Mark
21.1	Positive aspect: has (good) friends who help her	has good friends; has helpful / supportive friends; she has friends there; friends (by itself)	any negative comment about friends; any reference to 'friend' (in the singular)	1
	Negative aspect: <u>pressure to get good marks/grades</u> (too much/high/big); she will never get a good report (at the end of the year) (1 from 2)	pressure to achieve too much/high/big; grade pressure too high; academic pressure too great;	pressure (in isolation – too vague; no idea of 'to get good grades'); grades are too hard to get; getting good grades is very hard; required grades are too high (no idea of 'pressure'); stress is too high (too vague – needs the idea of pressure to get good grades); her marks/grades are bad (needs to refer to pressure to be creditworthy)	1

Question	Key idea	Accept	Reject	Mark
21.2	Positive aspect: lots of/many <u>option subjects</u> (for Abitur/A Level)	lots of <u>choice of subjects</u> (for Abitur/A Level); there is a wide range of subjects to do for A Level; lots of choices for A Level; good choice of subjects	he has to/must do lots of subjects for Abitur/A Level; 'lots of subjects' (too vague – no reference to choice or options); 'there's lots of choices' (no reference to subjects)	1
	Negative aspect: he is bad/weak in <u>history</u> ; his <u>history</u> teacher is terrible/awful/bad/horrible (1 from 2)	he is not doing well in history he doesn't have a good history teacher	any answer which says that he is doing well in history; answers that do not mention history (eg he has a terrible teacher); his history teacher is nasty/scary/annoying	1

Question	Accept	Mark
22.1	D (overpopulation)	1
Question	Accept	Mark
22.2	B (deforestation)	1

Question	Accept	Mark
22.3	A (air pollution)	1

Question	Key idea	Accept	Reject	Mark
23.1	she found reading the subtitles tiring	she had to read German subtitles (and didn't like it); it was tiring having to read a lot; there was too much/so much/a lot of reading; the film had subtitles; it was an Italian film with German subtitles	she doesn't like romantic films; she doesn't like Italian films; she didn't like the film; it wasn't fun	1

Question	Key idea	Accept	Reject	Mark
23.2	a film that makes him cry a film where the police look for criminals	a sad film a crime film; a film with criminals in it; a film with the police in it; criminals being caught by the police; a police film; a detective film; a thriller; crime (by itself); police (by itself)	a film with wine; a film where you can drink wine; a film that makes him emotional (too vague) 'dangerous police'; 'police are violent'; 'police are corrupt' (too specific); action in the film (too vague); references to 'politics'	2

Question	Key idea	Accept	Reject	Mark
24	avoid stress <u>at work</u>	do not have any stress <u>at work</u> ; avoid <u>work</u> -related stress; limit/reduce/less stress from <u>work</u> ; stop stressing about <u>work</u> ; to do less stressful work; forget work-related stress	avoid stress (with no reference to 'at work'); take time off work because of stress; leave work/stop work because of stress	2
	eat healthily	have a healthy nutrition/have a healthy diet; eat well	eat more; be more healthy/healthier (no reference to eating); have a healthy lifestyle (too vague)	

Question	Accept	Mark
25.1	P (positive)	1

Question	Accept	Mark
25.2	P + N (positive and negative)	1

Question	Accept	Mark
26.1	B (Onkel)	1

Question	Accept	Mark
26.2	B (Er ist nervig.)	1

Question	Accept	Mark
27.1	N (negative)	1

Question	Accept	Mark
27.2	P (positive)	1

Question	Accept	Mark
28.1	C (mit Obdachlosen)	1

Question	Accept	Mark
28.2	D (mit Tieren)	1

Question	Key idea	Accept	Reject	Mark
29.1	man hat eine <u>starke Beziehung</u> (don't insist on meiner/seiner Meinung nach; ignore adjectival endings) the key words here are <u>stark</u> and <u>Beziehung</u> – if these words are present and the spelling is acceptable, then credit should be given. Principle 7f (above) applies to all verbal answers in Section B: <i>Minor spelling errors – accept as long as the answer is understandable with no ambiguity. In Section B, this means that even if the spelling error results in the creation of a word in another language, including English, then provided it is a recognisable attempt at a spelling in the target language, it will be credited.</i>	(er möchte) eine <u>starke Beziehung</u> accept answers in the first person – (ich möchte) eine <u>starke Beziehung</u> accept spellings of Beziehung that sound correct when spelt out, eg Beziehung, Betsiehung, Betsieung, Beziung; accept 'schtark' for 'stark'; also accept minor spelling errors such as 'Bezeihung', 'Besiehung'; accept 'Verhältnis' and 'Bindung' for 'Beziehung'; accept plural 'Beziehungen' (plural)	stark (by itself – too vague); Beziehung (by itself – too vague) All answers in English	1

Question	Key idea	Accept	Reject	Mark
29.2	eine Hochzeit kostet (zu) viel (Geld)/eine Hochzeit ist (zu) teuer; man verschwendet (viel) Geld (darauf/auf eine Hochzeit)	das/es kostet (zu) viel (Geld); kostet zu viel (in isolation); das ist eine Geldverschwendung; accept minor spelling errors such as: Hockzeit, Hochseit, Hochziet; costet, veil; accept wrong endings on 'kostet' (eg 'kostest', 'koste', 'kosten')	Geld (by itself – too vague) All answers in English	1

Question	Key idea	Accept	Reject	Mark
30.1	Fremdsprachen	accept Französisch; accept recognisable attempts at Französisch, eg 'Franzosisch', 'Franzosich', 'Französich', 'Frantsosisch', 'Franzözisch', 'Franzözych' Sprache(n); Fremdsprache (singular); 'Fremdsprechen'; 'Fremtsprachen'	other school subjects Frankreich; 'French sprachen' All answers in English	1

Question	Key idea	Accept	Reject	Mark
30.2	(sie ist/ich bin) in Mathe durchgefallen; (sie hat) eine Sechs in Mathe; ihre/meine Mutter wird sauer sein (1 from 3)	(eine) 6 in Mathe; schlechte Note in Mathe; 'Mathematik' for 'Mathe'; accept minor spelling errors such as 'Matte' (sounds like 'Mathe'); 'sie ist in Mathe durchfallen' (without -ge-); 'sie hat in Mathe durch(ge)fallen'; accept 'saur' and 'zauer' for 'sauer'; accept present tense: 'ihre Mutter ist sauer'; accept near-synonyms for 'sauer' eg 'nicht glücklich', 'traurig'	'Maths' (English word); 'eine 6 bekommen' (no reference to ,in Mathe') schlechtes Zeugnis (too vague); schlechte Note (too vague); answers with 'fallen' or 'gefallen' (rather than 'durch(ge)fallen') eg 'sie ist in Mathe gefallen', 'Mathe gefallen'; 'sie ist in Mathe gefahren' Mathe (in isolation – too vague) All answers in English	1

Total = 50 marks