



GCSE

German

8668/LF

Paper 1 Listening Foundation

Mark scheme

June 2019

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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.

Further copies of this mark scheme are available from aqa.org.uk

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 'V' for Vrai 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	Accept	Mark
01	A	1
02	B	1

Question	Key idea	Accept	Reject	Mark
03	last week	one week ago	two years ago; last weekend; two weeks ago	1

Question	Key idea	Accept	Reject	Mark
04	she can forget/get rid of/relieve/ stress <u>at school</u> (insist on a reference to school)	it helps with stress <u>at school</u> ; it de-stresses her <u>at school</u> ; it can stop/remove/reduce/help cope with stress <u>at school</u> ; it makes school less stressful; tolerate English mis-spelling “it relives stress <u>at school</u> ” (ignore “it’s not easy” – this does not contaminate an otherwise correct response – see 1b above)	it’s easy; it’s stressful; it’s relaxing; it’s not stressful; it’s fun; it releases stress (ambiguous meaning); any answer that does not mention school	1

Question	Key idea	Accept	Reject	Mark
05	too many people (there)	it's not for her / she's not that kind of person; lots of people (there); so many people (there) (gets across the idea of lots of people); too crowded; too busy; tolerate "to many people"	people (by itself); too loud; she finds her music personal; two many people (English spelling makes this ambiguous);	1

Question	Key idea	Accept	Reject	Mark
06.1	cake; biscuits (1 from 2)	sugar; sugary foods; sweet things	sweets (too specific); cake and ice-cream (second element is wrong and contaminates answer – see 1b above)	1

Question	Key idea	Accept	Reject	Mark
06.2	600 gram(me)s	600g	any other number; any number without gram(me)s; 6 times per week; 6 servings per week; 600g per dinner ("per dinner" contaminates an otherwise correct response)	1

Question	Key idea	Accept	Reject	Mark
06.3	it's <u>full of</u> vitamins	it contains <u>lots of</u> vitamins; it has lots of vitamins	vitamins (by itself)	1

Question	Accept	Mark
07	D	1
08	E	1
09	C	1

Question	Accept	Mark
10	E	1
11	C	1
12	B	1
13	G	1
14	A	1

Question	Key Idea	Accept	Reject	Mark
15.1	France		Spain	1

Question	Key idea	Accept	Reject	Mark
15.2	(too) expensive / costs too much	costs a lot; (because of) the cost (implies it's too expensive); he can't afford it; he hasn't got enough money	he loves Spain (by itself, as this is irrelevant information; but ignore it if an otherwise correct response is supplied – see 1b above); he doesn't like Spain; he's moving house; the journey costs too much (too specific)	1

Question	Accept	Mark
16	C	1
17	A	1
18	C	1

Question	Accept	Mark
19.1	B	1

19.2	C	1
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Question	Key idea	Accept	Reject	Mark
20.1	<p>share photos <u>with friends</u>;</p> <p>stay in contact <u>with</u> (other) <u>people / each other</u> (accept: with friends) (1 from 2)</p>	<p>send photos <u>to friends / to each other</u>;</p> <p>upload photos <u>with/for friends</u>;</p> <p>post photos <u>for friends</u>;</p> <p>show <u>friends</u> photos</p> <p>stay in touch <u>with</u> (other) <u>people</u>;</p> <p>connect with people</p>	<p>share photos (by itself); photos (by itself);</p> <p>take photos;</p> <p>see photos;</p> <p>take photos and contact people (see 1b above – first part contaminates answer)</p> <p>stay in touch / contact (with no mention of other people / friends / each other);</p> <p>contact (by itself);</p> <p>contact parents (too specific – any mention of specific people is wrong)</p>	1

Question	Key idea	Accept	Reject	Mark
20.2	have problems sleeping	<p>sleep problems;</p> <p>not enough sleep;</p> <p>too much time on it loses sleep;</p> <p>can keep you awake;</p> <p>stop you from sleeping;</p> <p>can affect your sleep</p>	<p>sleep (by itself, without the idea of making your ability to sleep worse);</p> <p>you can feel sleepy</p>	1

21	Celebration last month	Celebration this week	Celebration next month
Felix	Christmas	<p>Key idea: <u>mother's</u> birthday (1 mark)</p>	<p>Key idea: (Saint) Valentine's (Day) (1 mark)</p>

		Accept:	Accept: Valentine
		Reject: birthday (by itself); Mother's Day	Reject:

2 2	Birthday activity last year	Birthday activity this year	Birthday activity next year
Katrin	<p>Key idea: trip to the beach / went to the beach / went to the seaside / went to the coast (1 mark)</p>	a meal in a restaurant	<p>Key idea: <u>weekend</u> in a <u>hotel</u> (1 mark)</p>
	<p>Accept: day out / day trip to the beach; travel to the beach; to the beach (idea of going there); going to the strand (= beach)</p>		<p>Accept:</p>
	<p>Reject: beach (by itself – needs the idea of a trip); going to Strand (place name?); any answer that refers to flying / flight / planes; any answer that refers to going abroad; any answer that refers to a holiday (e.g. beach holiday)</p>		<p>Reject: stay in a hotel (no reference to weekend); go to a hotel (no reference to weekend); weekend away (no reference to hotel);</p>

Question	Accept	Mark
23.1	C	1
23.2	C	1
23.3	A	1

Question	Accept	Mark
24	A	1

Question	Accept	Mark
25	B	1

Question	Accept	Mark
26	A and D (any order)	2

Question	Accept	Mark
27		2

	B and D (any order)	
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Question	Accept	Mark
28.1	A	1
28.2	D	1