
GCSE
GERMAN
8668/LF

Paper 1 Listening Foundation 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	Accept	Mark
01	B (bananas)	1

Question	Accept	Mark
02	B (pizza)	1

Question	Key idea	Accept	Reject	Mark
03	(her) parents	(her) mother and father; accept plural 'mothers' or 'fathers' (could be same-sex parents)	(her) mother (singular); her father (singular); (her) grandparents; any other family members	1

Question	Key idea	Accept	Reject	Mark
04	(for her) birthday	last week; one week ago; last week on/for her birthday	Christmas; last weekend; her last birthday (might not be last week)	1

Question	Key idea	Accept	Reject	Mark
05	to text (her) friends	to send texts; to text; to message her friends; to send messages to her friends; to SMS her friends; accept 'friend' in the singular	to phone her friends; to talk/speak/chat to her friends; to facetime her friends; to contact/communicate with her friends (too vague)	1

Question	Key idea	Accept	Reject	Mark
06.1	(they are very) unhealthy	their health is bad; not healthy; health; too unhealthy; unfit/not fit	a specific health problem, eg being overweight; any other problem that young people might have (eg school, friendships etc); they are lazy	1

Question	Key idea	Accept	Reject	Mark
06.2	(they) do not do/play sport <u>often</u> they do not eat <u>enough</u> fruit	they do not do enough sport; they do not get enough exercise; they should do more sport/sport more often they should eat more fruit; they don't eat many fruits	they do sport often; they do no/don't do any sport (too definite); they are not sporty (too vague) they do not eat/eat no fruit (too definite); they eat lots of fruit; they do not eat enough vegetables; answers that mention 'vegetables' (eg 'they do not eat enough fruit and vegetables')	2

Question	Accept	Mark
07	D (football)	1

Question	Accept	Mark
08	A (art)	1

Question	Accept	Mark
09	E (volunteering)	1

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

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

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

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

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

Question	Key idea	Accept	Reject	Mark
15.1	the landscape/countryside/scenery is beautiful/pretty/nice	where she lives/they live is beautiful/pretty/nice; the area/region is beautiful/pretty/nice; it's beautiful/pretty/nice; the land/country is beautiful/pretty/nice	good (in isolation – too vague); landscape (in isolation – too vague)	1

Question	Key idea	Accept	Reject	Mark
15.2	it's boring (for young people); the bus (to the next town) is (too) expensive (1 from 2)	there's nothing/not much for young people to do; boring (by itself); tolerate: it's boring for boys <i>If candidates have written 'boring' and further information, refer to General Principle 1b above – if the addition does not contradict the key idea or make it ambiguous, accept. If it does contradict the key idea or make it ambiguous, reject.</i> bus tickets are too expensive / dear	the bus (in isolation – too vague) the bus in town is too expensive (addition of 'in town' makes the answer ambiguous)	1

Question	Accept	Mark
16.1	A (comedies)	1

Question	Accept	Mark
16.2	C (for relaxation)	1

Question	Accept	Mark
17	B (at the age of 30)	1

Question	Accept	Mark
18.1	A (English)	1

Question	Accept	Mark
18.2	B (speak to her teacher)	1

Question	Key idea	Accept	Reject	Mark
19.1	(creates/provides good) <u>jobs</u> in <u>hotels</u> and <u>restaurants</u> (accept 'jobs in hotels' OR 'jobs in restaurants' ie don't insist on both hotels and restaurants)	employment in hotels / restaurants	tourism creates jobs/employment (no mention of hotels and/or restaurants); jobs (by itself) (no mention of hotels and/or restaurants); hotels are good (no mention of jobs); restaurants are good (no mention of jobs); more money for hotels/restaurants; provides hotels/restaurants; it's good for hotels/restaurants (no mention of jobs); it's good for business (no mention of jobs); business in hotels / restaurants (no mention of jobs)	1

Question	Key idea	Accept	Reject	Mark
19.2	tourists not (very) polite (tourism) not (very) environmentally-friendly (1 from 2)	tourists are (sometimes/often) rude/impolite (tourism) not good/bad for the environment	not polite/rude (in isolation – no mention of tourists, so too vague); (tourists) not helpful/unhelpful; (tourists) not friendly/unfriendly environment (in isolation – too vague) (tourists) not friendly/unfriendly	1

Question	Key idea	Accept	Reject	Mark
20	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
21	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
22.1	B (install solar panels)	1

Question	Accept	Mark
22.2	B (He has sold his car.)	1

Question	Accept	Mark
22.3	A (arriving late)	1

Question	Accept	Mark
23	A E G H (in any order) A (Basketball) E (Schwimmen) G (Skifahren) H (Tennis)	4

Question	Accept	Mark
24.1	B (Onkel)	1

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

Question	Accept	Mark
25.1	C (mit Obdachlosen)	1

Question	Accept	Mark
25.2	D (mit Tieren)	1

Total marks = 40