



GCSE GERMAN 8668/LH

Paper 1 Listening Higher Tier

Mark scheme

June 2025

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	F (poor accommodation)	1

Question	Accept	Mark
02	G (travel delays)	1

Question	Accept	Mark
03	A (arguing with friends)	1

Question	Accept	Mark
04	C (being robbed)	1

Question	Accept	Mark
05	B (bad weather)	1

Question	Key idea	Accept	Reject	Mark
06	At the moment: (install) solar panels (on the roof)	(install / put in) solar cells (on the roof); solar power / energy		1
	In the future: (use) public transport	switch to public transport; give up the car for public transport	use the bus / train (too specific)	1

Question	Key idea	Accept	Reject	Mark
07	Past: exhaust fumes (from cars)	car pollution; car exhaust fumes; air pollution; dirty air; car emissions; cars are environmentally unfriendly (implies pollution)	cars (by itself) (too vague); too many cars; too many emissions (too vague – no mention of cars or exhaust fumes)	1
	Present: water pollution	polluted water; dirty water; bad water; how clean the water is; water quality	water (by itself) (too vague); water is unsafe (ambiguous meaning)	1

Question	Accept	Mark
08	B D F (in any order) B (Mia's grandparents married when they were twenty.) D (Mia's parents are now divorced.) F (Mia will share the childcare with her husband.)	3

Question	Key idea	Accept	Reject	Mark
09.1	<u>advertising</u> (on television / on the Internet for fast food)	people see adverts (for fast food); a promotion / promoting (fast food); commercials (for fast food)	people buy fast food on the internet; people see fast food online / on TV; people order fast food online; people watch fast food shows on TV	1

Question	Key idea	Accept	Reject	Mark
09.2	healthy food is (more) expensive (than unhealthy food)	do not insist on the comparative form, so accept: healthy food is expensive / too expensive / very expensive; accept the idea expressed the other way round: unhealthy food is cheap(er than unhealthy food) – again, do not insist on the comparative form; accept any / all of the foods mentioned, e.g. fruit / vegetables is / are (more) expensive (than chips / chocolate)	reject any answer with a wrong food mentioned (e.g. 'fruit and vegetables are more expensive than burgers and chips')	1

Question	Accept	Mark
10	B (to have a good time with friends)	1

Question	Accept	Mark
11	E (to support the film industry)	1

Question	Accept	Mark
12	A (to appreciate the sound and picture quality)	1

Question	Accept	Mark
13	N (negative)	1

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

Question	Accept	Mark
15	P (positive)	1

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

Question	Key idea	Accept	Reject	Mark
17	(he wants / they want) to <u>avoid</u> illness(es) <u>later</u> (in life) <i>Key idea here is to <u>avoid illness</u> (or stay healthy) <u>later</u> in life. Look for <u>both</u> concepts for a creditworthy answer.</i>	to prevent illness later (in life); to stop getting ill later (in life); to stay healthy later (in life); to have good health later (in life); accept 'in the future' for 'later in life'	because he is / they are ill; sport / it is healthy or good for his health (this does not convey the idea of avoiding illness in the future – it implies now); any reference to hospital (too specific) – e.g. 'to stop going into hospital', 'it keeps him out of hospital'	1

Question	Key idea	Accept	Reject	Mark
18	she injured herself (playing football last week)	she is injured; she has hurt herself; ignore parts of the body that have been injured (e.g. 'she has injured her leg')	she doesn't like football	1

Question	Key idea	Accept	Reject	Mark
19	it's <u>exciting</u> when they <u>win</u> <i>Key idea here is <u>excitement</u> and <u>win</u>. Look for <u>both</u> concepts for a creditworthy answer.</i>	he gets excited when they win; tolerate English misspelling: 'exiting'	he likes seeing his team win (too vague – does not convey idea of exciting); he is happy when they win (too vague – does not convey idea of exciting); it is relaxing	1

Question	Key idea	Accept	Reject	Mark
20.1	with drug addicts	in a drug rehab(ilitation) centre; in rehab; in a drug advice centre; in a drug addiction hostel; people with a drugs problem; he helps people on drugs	drug prevention / drug protection (he works with people who have an addiction already); stops people getting addicted to drugs (he works with people who have an addiction already); he helps people with drugs (ambiguous meaning); other types of voluntary work; in a pharmacy / drugstore	1

Question	Key idea	Accept	Reject	Mark
20.2	he has a <u>tiring job</u> (in a school) <i>Key idea is that his job (in a school) is tiring / requires lots of energy.</i>	he needs lots of energy for his job; his job is demanding	he doesn't have much energy ; he works in a school (no mention of the tiring nature of his job); he is a teacher; he is tired; he has lots of energy (by itself); it takes a lot of energy ('it' must refer to Philipp's voluntary work, but it is his teaching job which requires a lot of energy); it is tiring work ('it' must refer to Philipp's voluntary work, but it is his teaching job which is tiring) <i>Watch out for answers which start 'it' – in response to the question, 'it' must refer to his voluntary work, not to his job.</i>	1

Question	Key idea	Accept	Reject	Mark
21.1	Positive aspect: <u>communication</u> with people <u>abroad</u>	easy to talk to people who are abroad / overseas / in another country; easy to connect with people in other countries	communication (by itself – without reference to abroad / overseas); can communicate anywhere (ambiguous)	1
	Negative aspect: people have to find a new career	people have to find a new job / different work; technology means that people have to change their jobs; it takes people's jobs; people are losing their jobs; technology takes over people's jobs	there are lots of jobs in technology; people need to find a job (without 'new' this is too vague – it does not convey the concept of technology causing job losses)	1

Question	Key idea	Accept	Reject	Mark
21.2	Positive aspect: <u>working from home</u>	he can work without leaving the house	he can work on the Internet (needs reference to 'from home' / 'without leaving home' to be creditworthy); he doesn't have to leave the house (no reference to work); he can buy a house	1
	Negative aspect: security	safety; somebody could misuse / abuse / steal his data; computer hacking; identity theft; internet malware	reject any reference to 'dates'; dangers on the internet (too vague); he is anxious about the internet (too vague)	1

Question	Accept	Mark
22.1	D (not paying attention in class)	1

Question	Accept	Mark
22.2	A (being absent too often)	1

Question	Accept	Mark
22.3	C (failing an examination)	1

Question	Key idea	Accept	Reject	Mark
23.1	there is always someone to <u>spend time</u> with	there are people she can spend time with / pass the time with; she can spend time with lots of people; there are people she can hang out / hang around / chill with; there is always someone she can be with	reject answers that are too specific, e.g. there are people she can talk to; there are people she can go out with; there are people she can go shopping with	1

Question	Key idea	Accept	Reject	Mark
23.2	loyal forgiving	faithful; true; trustworthy; devoted they forgive him (when he does something stupid)	 stupid	2

Question	Key idea	Accept	Reject	Mark
24	bought <u>nuts</u> sang Christmas carols looked at the Christmas tree (2 from 3)	accept “carol” or “song” in the singular sang Christmas song(s); accept sang song(s) without “Christmas” watched/saw the Christmas tree; accept plural “Christmas trees” accept answers in the present tense	ate nuts listened to Christmas carols decorated the Christmas tree	2

Question	Accept	Mark
25.1	P (positive)	1

Question	Accept	Mark
25.2	N (negative)	1

Question	Accept	Mark
26.1	B (ihre Fotos hochladen)	1

Question	Accept	Mark
26.2	C (Großeltern)	1

Question	Accept	Mark
27.1	N (negative)	1

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

Question	Accept	Mark
28.1	B (eine Arbeit finden)	1

Question	Accept	Mark
28.2	A (auf die Universität gehen)	1

Question	Key idea	Accept	Reject	Mark
29	Nico findet gut ... <u>Stimme</u> meiner/seiner (Lieblings)s <u>änger</u> <i>Key words here are Stimme and Sänger</i>	Lieblingssänger (by itself); tolerate misspellings of Lieblings- (e.g. 'Leiblings-'); tolerate missing umlaut on Sänger ('Lieblingssanger'); tolerate 'Stimmer', 'Stime'	reject 'singer' e.g. 'Lieblingssinger'; reject 'Schtimme'	1
	Nico findet schlecht ... Eintrittskarten kosten (zu) viel	Karten kosten (zu) viel; Eintrittskarten (by itself); Karten (by itself); Tickets (by itself); die Karten sind teuer; tolerate teuer / teure / teurer / teurer for teuer tolerate misspelling of viel as 'veil'; tolerate 'viele'; tolerate 'kosten' / 'kösten'; accept any recognisable verb ending e.g. koste, kostet, koste, costet (but not kost, cost) If candidates misspell Eintrittskarten, the first part of the word must be a recognisable attempt at the spelling (see principle 7f, above). So, accept: Eintrittskarten... Eintrittskarten...	zu viel (by itself) (needs reference to tickets to be creditworthy); zu / sehr teuer (by itself) (needs reference to tickets to be creditworthy); das/es kostet (zu) viel (needs reference to tickets to be creditworthy); die Kosten sind sehr viel (too vague – needs to refer to tickets to be creditworthy) reject weil for 'viel' reject: Eintrantskarten... Eintrickskarten...	1

Question	Key idea	Accept	Reject	Mark
30.1	<u>Klimaanlage</u> war <u>kaputt</u> <i>Key words are Klimaanlage and kaputt – apply principle 7f above when marking candidates' answers</i>	accept these misspellings: Klimanlage Climaanlage Climanlage Klimaanlarge Climaanlarge Klimaanlager Climaanlager Klimeanlage Kliemeranlage – apply principle 7f above when marking candidates' answers accept Klimaanlage (umlaut wrong) accept these misspellings: kaput caputt caput (accept k or c, t or tt)	Klimaanlage (by itself – no mention of being broken) Klimaanlange Klima (without -anlage)	1

Question	Key idea	Accept	Reject	Mark
30.2	<u>Strand</u> war <u>sauber</u> (sie ist) mit (ihrem) Bruder gut ausgekommen (1 from 2)	accept Strant for Strand accept “saube” for “sauber” (ich bin) mit meinem Bruder gut ausgekommen disregard incorrect auxiliary verb (e.g. ich habe...)	‘zauber’ (different word) sie ist / ich bin mit ihrem / meinem Bruder gekommen	1

Total marks = 50