



GCSE MARKING SCHEME

SUMMER 2019

**GERMAN - COMPONENT 2
LISTENING - HIGHER TIER
C820UB0-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCSE GERMAN
SUMMER 2019 MARK SCHEME
COMPONENT 2: LISTENING
(45 marks)

General Advice

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all.

A detailed mark scheme is provided but further answers will be discussed at the examiners' conference in the light of candidates' scripts.

Figures and numbers are acceptable and this is stated in the notes to candidates.

Additional incorrect information given by the candidate must be disregarded as long as the correct answer has been given unless the incorrect information obviously contradicts or modifies what has been written.

When extra boxes are ticked or additional answers given, the correct answers are credited and the incorrect ones subtracted. If candidates hedge their bets (give two contradictory answers), the marks awarded are $+1 -1 = 0$.

Where information given for example in brackets or with an oblique (unless considered an alternative answer) makes the answer more ambiguous a mark is deducted.

On some occasions there may be only a partial, incomplete or ambiguous answer and we need to look at these on an individual basis.

Answers in English which have English spelling which is incorrect but understandable and which does not interfere with the message communicated will be generally accepted. Answers in German which have German spelling which is incorrect but understandable will be generally accepted.

The marks awarded for each question should be shown in the margin by the question. These should be totalled and the total shown at the bottom of the margin on the final page.

Marking reminders

- Ensure marks awarded tally with the number of marks allocated
- Check the number of details required in the response
- Check mathematical additions when totalling marks

The following pages contain the transcripts of the extracts used for Component 2 and mark schemes for both Foundation and Higher Tier.
--

Question 1

[5]

Listen to the report.

Answer the questions **in English**.

Section 1

- (a) What is the report about? [1]

(introduction of/arguments about) school uniform in Germany

Section 2

- (b) Complete the tables below.

Two arguments for	(2)
don't have to think about what to wear	
creates a sense of identity	
no difference between poor and rich students (Any 2)	

Section 3

- (c)

Two arguments against	(2)
loss of personality	
expensive	
old fashioned [Any 2]	

Question 2

[5]

Listen to the interview about eating habits.

Answer the questions **in English**.

Section 1

- (a) her family isn't vegetarian / they don't often eat meat (Any 2) (2)

- (b) wishes restaurants served more vegetarian food / there was more choice (1)

Section 2

- (c) her father (1)

- (d) give up sugar (1)

Question 3**[5]**

Listen to the conversation.

Answer the questions **in English**.Section 1

- (a) neither went to university/did not study (1)
- (b) secretary (1)
- (c) does the same thing every day (1)

Section 2

- (d) success / fun (1)
- (e) Carlotta wants to stay in Germany / doesn't want to work abroad (1)

Question 4**[4]**

Listen to the advert.

Fill in the gaps **in English**.Section 1

- (a) voluntary work (1)
- (b) CV / knowledge of different jobs (Any 1) (1)

Section 2

- (c) old / young / disabled (Any 2) (2)

Question 5**[4]**

Mia spricht über ihre Familie.

Füll die Tabelle mit der richtigen Person **auf Deutsch** aus.Section 1

Mia versteht sich gut mit ...	Mia versteht sich nicht mit ...
Mutter (1)	Vater (1)

Section 2

Mia versteht sich gut mit ...	Mia versteht sich nicht mit ...
Tante (1)	Onkel (1)

Question 6**[5]**

Höre diesem Bericht zu.

Hake (✓) das richtige Kästchen ab.

Section 1

- (a) Deutsche Touristen fahren ... nach Österreich. (1)

gern	✓
nicht gern	
fast nie	

- (b) Junge Deutsche wollen ... (2)

Hake **zwei** Details ab.

historische Gebäude besuchen.	
Wassersport machen.	
Alkohol trinken.	✓
ins Museum gehen.	
Wintersport	✓

Section 2

- (c) In Österreich gibt es Probleme mit ... (2)

Hake **zwei** Details ab.

Verschmutzung.	
Kriminalität.	✓
Unterkunft.	✓
Müll.	
Terrorismus.	

Question 7 **[5]**

David is talking about where he lives.

Answer the questions **in English**.

- (a) whether there is enough to do (1)
- (b) they block the streets/take photos (2)
- (c) enjoys water sports (1)
- (d) missing his family (1)

Question 8 **[6]**

Listen to the report about birthday parties.

Complete the tables **in English**.

Section 1

- (a) at home / simple games / homemade cake (Any 2) (2)
- (b) theme/fancy dress parties / expensive party bags / expensive presents (Any 2) (2)

Section 2

- (c) children don't use their own initiative/creativity / not everyone can afford them / automatically expect the same every year / (too) strictly planned (2)

Question 9 **[6]**

Listen to the conversation.

Answer the questions **in English**.

Section 1

- (a) helping customers / taking photos for the website (2)

Section 2

- (b) answering phones / helping colleagues (in gym) (2)

Section 3

- (c) Travel journalist (1)
- (d) to discover/explore the world (1)