



GCSE

GERMAN

8668/RH

Paper 3 Reading Higher

Mark scheme

June 2019

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 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 | | | | |
|----------|--------------|--|---|--|
| 1 | Anna | Past Accept: did not listen/pay attention (to the teachers) never listened (1 mark) Reject: does not listen did not learn anything/messed around | Present | Future |
| | Jacob | | | Accept: go to/do/take/take part in/take up/join (after school/extra-curricular) groups/clubs/activities (1 mark) Reject: AGs for groups/clubs/activities |
| | Emily | | Accept: learns (to play the) piano (1 mark) Reject: plays the piano learnt the piano | |

| Question | Accept | Mark |
|----------|---------------------------|------|
| 2 | C, D, F, H (in any order) | 4 |

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| Question | Accept | Mark |
|----------|--------|------|
| 3.1 | D | 1 |
| 3.2 | A | 1 |
| 3.3 | S | 1 |
| 3.4 | A | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|--------------------------|--|-------------|------|
| 04.1 | (she is a) single parent | only parent/single mother raises/looks after children on her own | only mother | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|----------------------|--------|--------|------|
| 04.2 | (she can be) jealous | | | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|---------------------------------|----------------|----------------|------|
| 04.3 | (he has a good) sense of humour | sense of humor | funny/humorous | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|-------------------|---|---|------|
| 04.4 | (it)makes him ill | he feels unwell/sick makes him ill/unwell/sick | he feels bad he does not feel good bad for his health | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|---|-----------------------------|---|------|
| 04.5 | they support her (a lot) | they help her (a lot) | they are understanding | 1 |
| | she can discuss her worries/problems/cares/difficulties | she can talk about (her)... | she can talk about anything/everything ...can speak openly | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|---|---------------------------------|---|------|
| 05.1 | (teenagers) want to be involved (in the decision making) | want to help/join in/be present | they should decide/organise where to go | 1 |
| | it is (very) important. (Key idea: their involvement + importance) | | | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|--|--------------------------------------|---------------------------------|------|
| 05.2 | let them go off on their own | let them go out/explore on their own | let them do things on their own | 1 |
| | let them stay in <u>on their own/by themselves/alone</u> | let them stay on their own... | | 1 |
| | (key idea: without parents) | allow them to be left alone | leave them alone | |

| Question | Key ideas | Accept | Reject | Mark |
|----------|---|--|--------|------|
| 05.3 | no phone at the (dinner) table/ban them at the (dinner) table | ban (them) at meals/meal times/while eating put away/not use/turn off at table... | | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|---------------------------------------|-------------------------------------|--------|------|
| 05.4 | a (total) ban on mobiles (on holiday) | no mobiles leave mobiles at home | | 1 |

| Question | Accept | Mark |
|----------|--------|------|
| 6.1 | P | 1 |
| 6.2 | J | 1 |
| 6.3 | P | 1 |
| 6.4 | S | 1 |
| 6.5 | M | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|--|-------------------------------|--------|------|
| 07.1 | march/walk/parade/demonstrate (through the streets) with banners | posters/placards/boards/signs | flags | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|---|--|----------------------------|------|
| 07.2 | build it evening before 1 st May decorate the/a tree/pole put a crown on (the top) (2 from 3) | do/make/prepare it crown on top | ... on 1 st May | 2 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|----------------------|------------------------------------|--------|------|
| 07.3 | (it could be) stolen | young people steal/nick/take it | | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|---|--|--------|------|
| 07.4 | place tree/pole at (the) window(s) of unmarried women | put tree/pole... (accept all reasonable prepositions eg outside, by, in front of) single women | | 1 |

| Question | Accept | Mark |
|----------|---|------|
| 8 | B, D, E, H (in any order – 1 mark each) | 4 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|-----------|---|-------------------------------------|------|
| 9.1 | Segeln | Segelklub(s) Segelclub(s) eines Segelklub(s) Segel | an der frischen Luft (in isolation) | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|-----------------------------|--|--------|------|
| 9.2 | er hat aufgehört zu rauchen | er raucht nicht er ist Nichtraucher aufgehört rauchen nicht rauchen | | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|----------------|--------------------------|--------|------|
| 9.2 | er geht laufen | laufen/laufen (zu) gehen | | 1 |

| Question | Key ideas | Accept | Reject | Mark |
|----------|-------------------|---|----------------------------|------|
| 9.3 | während der Woche | in der Woche während die/eine Woche an Wochentagen | (der) Woche (in isolation) | 1 |

| Question | Accept | Mark |
|----------|--------|------|
| 10.1 | F | 1 |
| 10.2 | NT | 1 |
| 10.3 | R | 1 |
| 10.4 | F | 1 |
| 10.5 | R | 1 |

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| Question | Accept | Mark |
|-----------------|---------------|-------------|
| 11.1 | F | 1 |
| 11.2 | NT | 1 |
| 11.3 | R | 1 |
| 11.4 | F | 1 |
| 11.5 | R | 1 |

| Question | | Key idea | Accept | Reject | Mark |
|----------|---|---|---|--|------|
| 12 | Mein Onkel wohnt in einem Einfamilienhaus | My uncle lives in a detached house | one family detached house | in a one family house | 1 |
| | in einem Vorort der Großstadt. | in a suburb of the/a city. on the edge of the/a city | in/on the outskirts of the city | town big town/city capital city surroundings ... | 1 |
| | Vormittags fährt er mit der Straßenbahn zur Bank, | In the morning(s) he travels/goes by tram to the bank, | Before noon/midday Each/every morning ...takes the tram... ...with the tram... | by rail | 1 |
| | wo er seit einigen Jahren arbeitet. | where he has worked for several years. | where he has been working... a number of/ some/a few | many/lots of | 1 |
| | Obwohl er ziemlich glücklich ist, | Although he is quite/fairly/pretty/rather/reasonably happy, | prosperous/ fortunate/lucky | | 1 |
| | will er in der Zukunft | he wants... in the future | | he would like... | 1 |
| | mit seiner Familie ans Mittelmeer umziehen. | to move (house) to the Mediterranean with his family.. | ...with the family | middle sea seaside | 1 |
| | | | | | |

| | | | | | |
|--|----------------------------------|---------------------------------|-----------------------------|----------------|---|
| | Vor ein paar Monaten | A few months ago | A couple of/some months ago | Several months | 1 |
| | haben sie dort ein Haus gekauft. | they bought a house there/here. | | | 1 |