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# GCSE German

8668/RF - Paper 3 Reading Foundation  
Mark scheme

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Version/Stage: 1.0 Final

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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](http://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
01.1	C	1
01.2	C	1
01.3	A	1

Question	Key ideas	Accept	Reject	Mark
02.1	getting married marrying	inviting you to a ceremony / wedding having a ceremony	invited to a wedding / ceremony going to a wedding / ceremony having a party	1

Question	Key ideas	Accept	Reject	Mark
02.2	presents / gifts	a present / a gift wedding presents inspiration for presents / gifts	inspiration(s) (by itself) birthday presents	1

Question	Accept	Mark
03.1	D	1
03.2	B	1
03.3	C	1

Question	Accept	Mark
04.1	B	1

04.2	A	1
04.3	B	1
04.4	C	1

Question	Key ideas	Accept	Reject	Mark
05.1	geography		giving a second subject invalidates a first correct response	1

Question	Key ideas	Accept	Reject	Mark
05.2	(she) wants to <u>work</u> abroad	<u>work</u> abroad / overseas / in another country / in a foreign country / in other countries	live abroad she often goes abroad she wants to travel	1

Question	Key ideas	Accept	Reject	Mark
05.3	tests	exams	classwork	1

Question	Key ideas	Accept	Reject	Mark
05.4	no (chewing) gum	the addition of a specific place within the school does not negate the answer		1

Question	Key ideas	Accept	Reject	Mark
06.1	afternoon	after midday	after lunch midday / evening / night-time	1

Question	Key ideas	Accept	Reject	Mark
<b>06.2</b>	walking / hiking been for a (long) walk / hike	walking home	walking around the house wandering home wandering (around)	1

Question	Key ideas	Accept	Reject	Mark
<b>06.3</b>	face		a figure a person (too vague) / a man	1

Question	Key ideas	Accept	Reject	Mark
<b>06.4</b>	kitchen			1

Question	Key ideas	Accept	Reject	Mark
<b>06.5</b>	See General principles of marking 2 – if more than two items are given here, only the first two should be considered for assessment purposes (large) bookcase (1 mark) wardrobe (1 mark) mirror (1 mark) <i>(2 from 3)</i>	book shelf / book shelves clothes cupboard	shelf / shelves (by itself) cupboard (by itself) (chest of) drawers	2

Question	Key ideas	Accept	Reject	Mark
07.1	refugees		a charity the homeless poor people	1

Question	Key ideas	Accept	Reject	Mark
07.2	old people's home	care / nursing home retirement home	a place with / for old people hospital	1

Question	Key ideas	Accept	Reject	Mark
07.3	patients enjoy the contact	patients enjoy talking to her / them it gives the patients contact	she / Hanna enjoys the contact with the old people patients stay in contact with her	1

Question	Key ideas	Accept	Reject	Mark
07.4	fire station / with the fire brigade		car wash car park	1



Question				Mark	
		Past	Present	Future	
08	Anna		<b>ACCEPT:</b> use(s) organic / bio / natural waste (in garden) make(s) compost compost(s) – as a verbal idea garden(s) organically  <b>REJECT:</b> past tense references  bio fuel uses a garden bin	<b>ACCEPT:</b> help (threatened / endangered) animals / species	2
	Leo	<b>ACCEPT:</b> did nothing		<b>ACCEPT:</b> learn / find out / research about <u>alternative</u> / <u>renewable</u> / <u>different</u> / <u>green</u> energy (sources)  learn to use <u>alternative</u> energy  <b>REJECT:</b> use / find alternative energy (sources)	2

Question	Accept	Mark
09	B C F (in any order)	3

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

Question	Accept	Mark
11	B, D, F, H, J (in any order - 1 mark each)	5

**General principle for Question 12:**

Answers in English = 0 marks

It is acceptable here for candidates to lift sections directly from the text – ie no manipulation of language or structures is necessary

Question	Key ideas	Accept	Reject	Mark
12.1	(er will) Karolinas / ihr Talent unterstützen	Talent unterstützen (correct name or appropriate pronoun not necessary for communication – eg 'sie Talent ...')		1

Question	Key ideas	Accept	Reject	Mark
12.2	(sie) redet mit ihrem Trainer sie zieht sich (schnell) um (1 from 2)	(sich) umziehen	sie fährt direkt in die Schule	1

Question	Key ideas	Accept	Reject	Mark
12.3	(sie) ist schneller (geworden)	schneller		1

Question	Key ideas	Accept	Reject	Mark
12.4	in der Schule ist es nicht immer so einfach  (ihre) Noten leiden (darunter)  sie ist (oft sehr) müde  <i>(1 from 3)</i>	Schule nicht einfach  (sie hat) schlechte Noten  müde	nicht einfach (in isolation)	1

Question	Accept	Mark
13	B, E, F, H (in any order - 1 mark each)	4

Question	Key ideas	Accept	Reject	Mark
14	My parents and I	Me and my parents		1
	live in the town centre	live in the middle of town	'in the town' only	1
	in a pretty semi-detached house	beautiful / attractive	nice wrong type of house double house	1
	I like the town	city The town pleases me	The town is good (too vague)	1
	because the shopping-centre is impressive	spectacular / striking / imposing / awesome	brilliant / fantastic / great	1
	On Saturday afternoon	On Saturday after midday	'On Saturday' only wrong day / time of day	1
	I shall/will meet my friends	I am meeting my friends	friend (singular) girlfriend	1
	in front of the cinema	outside / at the cinema	next to the cinema in the cinema	1
	We like watching / to watch adventure films / movies	We like seeing / to see adventure films / movies	film / movie (singular) wrong type of films / movies	1
	We enjoy adventure films / movies			