



GCSE German

8668/RH - Paper 3 Reading Higher
Mark scheme

June 2018

Version/Stage: 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				Mark	
		Past	Present	Future	
01	Anna		ACCEPT: use(s) organic / bio / natural waste (in garden) make(s) compost compost(s) – as a verbal idea garden(s) organically REJECT: past tense references bio fuel uses a garden bin	ACCEPT: help (threatened / endangered) animals / species	2
	Leo	ACCEPT: did nothing		ACCEPT: 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 REJECT: use / find alternative energy (sources)	2

Question	Accept	Mark
02	B, C, F (in any order – 1 mark each)	3

Question	Accept	Mark
03.1	P	1
03.2	M	1
03.3	B	1

Question	Key ideas	Accept	Reject	Mark
04.1	<p>See General principles of marking 2 – if more than two items are given here, only the first two should be considered for assessment purposes</p> <p>he is a drug addict</p> <p>he has become a thief</p> <p>to help him find a better way/path</p> <p>(2 from 3)</p>	<p>he is a drug user / does drugs</p> <p>he steals / stole</p> <p>he is / was a thief</p> <p>he takes / took money / things</p> <p>to help him stop his addiction</p> <p>to help him stop stealing</p>	<p>he is a drug dealer</p>	2

Question	Key ideas	Accept	Reject	Mark
04.2	<p>he needs to go on a rehabilitation course</p> <p>to keep him away from his friends / clique</p>	<p>he needs to go to rehab</p> <p>he needs to go for treatment</p> <p>he needs to visit a clinic</p> <p>to keep him from coming into contact with drugs</p>	<p>he needs help (too vague)</p> <p>he needs to realise how serious his problem is / he must accept he has a problem (too general)</p>	1

Question	Key ideas	Accept	Reject	Mark
04.3	he will lie / he will tell lies	he may well could / lie / he is likely to lie	he will deny it / he will say he has not got a problem he will not talk about it	1

Question	Key ideas	Accept	Reject	Mark
04.4	self-help group	support / help group		1

Question	Accept	Mark
05.1	F	1
05.2	F	1
05.3	NT	1
05.4	T	1
05.5	T	1

Question	Key ideas	Accept	Reject	Mark
06.1	(because) her conductor never smiles / gets angry (quickly)	because of her conductor her conductor is angry / mad / cross / bad-tempered / evil / moody her conductor never laughs	the conductor is bossy director / leader / teacher	1

Question	Key ideas	Accept	Reject	Mark
06.2	she can relax (it is) relaxing	it helps her to / it is a good way to relax		1

Question	Key ideas	Accept	Reject	Mark
06.3	they spend a lot of / so much time listening to music on their (smart)phone	they always listen to music on their (smart)phone	they listen to their (smart)phone (without idea of a <u>long</u> time and music)	1

Question	Accept	Mark
07.1	B	1
07.2	C	1
07.3	C	1

Question	Key ideas	Accept	Reject	Mark
08.1	she had to leave her friends (behind)	moving away from her friends going to a new school without her friends	losing her friends going to a new school (in isolation)	1

Question	Key ideas	Accept	Reject	Mark
08.2	not as bad as she thought / imagined / expected ok / not bad / not too bad	not as terrible / awful / dreadful as she thought / imagined / expected better than she imagined it would be / went better than expected	it was nice / good (on its own - too vague)	1

Question	Key ideas	Accept	Reject	Mark
08.3	he picked her up from the office he took her to her form / tutor room / classroom	he collected her / got her / picked her up from reception / the secretary he showed / led / guided her to her form room	he took her to her class(es)	2

Question	Key ideas	Accept	Reject	Mark
08.4	she had expected the question question (it) cannot be avoided	she was waiting for the question she expected (to do) this it was inevitable	she had already prepared for the question	2

Question	Key ideas	Accept	Reject	Mark
08.5	she did not have to sit next to someone she did not want to	she could choose whom she wanted to sit next to	she could sit next to nice people (too general) she could avoid sitting next to a boy	1

General principle for Question 09:

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
09.1	(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
09.2	(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
09.3	(sie) ist schneller (geworden)	schneller		1

Question	Key ideas	Accept	Reject	Mark
09.4	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		1

Question	Accept	Mark
10	B E F H (in any order – 1 mark each)	4

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

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	(sie haben) Zwillinge sie arbeiten (beide) Vollzeit		das Leben kann turbulent sein (on its own) stundenlang korrigieren	2

Question	Key ideas	Accept	Reject	Mark
12.2	See General principles of marking 2 – if more than two items are given here, only the first two should be considered for assessment purposes die Kinder / Zwillinge haben geschrieen / geweint wollten ein Butterbrot Peter und Eva konnten nicht mehr korrigieren (2 from 3)	Schluss mit dem Korrigieren		2

Question	Key ideas	Accept	Reject	Mark
13	Last summer, I spent	have spent	had spent stayed / worked / lived / helped	1
	five weeks on / at a farm	five weeks working on a farm five weeks in a farm	wrong length of time farmyard / farmhouse	1
	That was fun / It was fun	I had fun I enjoyed / liked that	I had lots of fun that was good	1
	as I like <u>all</u> animals	since / because I like <u>all</u> (types / kinds of) animals	liked	1
	Of course, the work was sometimes	Naturally / Obviously occasionally / now and then		1
	hard	tough / strenuous / difficult / tricky		
	and I had to start early every day	daily	get up early	1
	Later I would like to be a vet,	In the future, become a vet,	Afterwards animal doctor doctor	1
but (in order) to go to university,			1	
I must / have to / need to get very good grades.	receive really good marks / results	become	1	