
GCSE
GERMAN
8668/RH

Paper 3 Reading Higher Tier

Mark scheme

June 2024

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	Key idea	Accept	Reject	Mark
01.1	(he is) not (very/so) good at maths/maths is important for this job (1 mark) (the training is very) expensive (1 mark)	dear/costs a lot (1 mark)		2

Question	Key idea	Accept	Reject	Mark
01.2	(other) <u>countries</u> (1 mark)		geography	1

Question	Key idea	Accept	Reject	Mark
02	Anke Past: collected rubbish (1 mark)	cleaned up (1 mark)		2
	Anke Future: (will) travel by/(will) use the train (on holiday) (1 mark)	cleared rubbish (1 mark) (will) go by train (1 mark)		2
	Michael Present: uses/has environmentally friendly heating (1 mark) Michael Future: (will) travel by/(will) use public transport (1 mark)			

Question	Key idea	Accept	Reject	Mark
03.1	(that) people will make music <u>at home</u> OR making music/singing <u>with friends/family</u> (1 from 2)	to celebrate music <u>at home/with friends/family</u>	making/celebrate music on its own play music make house music	1

Question	Key idea	Accept	Reject	Mark
03.2	get on well with others (1 mark) listen (well to others) (1 mark)	get on well with people	get to know people make friends understand people	2

Question	Key idea	Accept	Reject	Mark
03.3	can (learn to) relax (1 mark) (can) have fun (1 mark)	calming		2

Question	Key idea	Accept	Reject	Mark
03.4	(it is) part of life	(it's) important	play an instrument on its own	1

Question	Key idea	Accept	Reject	Mark
03.5	violin			1

Question	Accept	Mark
04.1	A (cloudy.)	1

Question	Accept	Mark
04.2	C (speak with their father.)	1

Question	Accept	Mark
04.3	B (ran into the next room.)	1

Question	Accept	Mark
04.4	A (a message)	1

Question	Accept	Mark
04.5	A (come home straight after the meal.)	1

Question	Key idea	Accept	Reject	Mark
05.1	from the Internet/TV	online		1

Question	Key idea	Accept	Reject	Mark
05.2	many (people) buy it/them/the/a newspaper/newspapers			1

Question	Key idea	Accept	Reject	Mark
05.3	(special) offers (in local shops/businesses)	deals sales discounts		1

Question	Key idea	Accept	Reject	Mark
05.4	(their/the) local/surrounding area (on TV or on the Internet)	Neighbourhood nearby nearby events local news		1

Question	Accept	Mark
06.1	P (positive)	1

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

Question	Accept	Mark
06.3	N (negative)	1

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

Question	Accept	Mark
06.5	N (negative)	1

Question	Accept	Mark
07.1	C (told him to leave.)	1

Question	Accept	Mark
07.2	C (stole from Thorsten.)	1

Question	Accept	Mark
07.3	A (had no friends at all.)	1

Question	Accept	Mark
07.4	B (priest.)	1

Question	Accept	Mark
07.5	A (does voluntary work.)	1

Question	Accept	Mark
08.1	C (schmutzig.)	1

Question	Accept	Mark
08.2	B (hat seine Schwester gern.)	1

Question	Accept	Mark
08.3	B (mag seine Stadt.)	1

Question	Accept	Mark
08.4	C (ist voller Verkehr.)	1

Question	Key idea	Accept	Reject	Mark
09.1	Wir können Studenten helfen, das ideale) Freiwilligenprojekt zu finden		Freiwilligeprojekt on its own	1

Question	Key idea	Accept	Reject	Mark
09.2	Lebenserfahrung (ist extrem wichtig für Freiwilligenprojekte)			1

Question	Key idea	Accept	Reject	Mark
09.3	(Wenn man mit Kindern arbeitet, dauert die Arbeit) vier Wochen			1

Question	Key idea	Accept	Reject	Mark
09.4	(bei) Tierschutzprojekten (arbeiten/helfen)	in einem Tierheim helfen		1

Question	Key idea	Accept	Reject	Mark
10.1	(sie suchen) Kontakte zu Menschen (sie) <u>lesen</u> über das Leben von anderen (1 from 2)			1

Question	Key idea	Accept	Reject	Mark
10.2	(ganz) anders, als sie (wirklich) sind	die digitale Person und die reale Person sind sehr anders/unterschiedlich	anders/unterschiedlich on its own	1

Question	Key idea	Accept	Reject	Mark
10.3	sie <u>denken</u> , dass sie nicht perfekt sind	sie glauben/meinen or similar		1

Question	Key idea	Accept	Reject	Mark
10.4	(sie wollen) modischer aussehen (sie wollen) wie die Stars (in der Werbung und im Film) sein/aussehen (1 from 2)			1

Question	Key idea	Accept	Reject	Mark
10.5	in der realen Welt (1) in sozialen Netzwerken (1)	in der echten Welt (1)		2

Question	Accept	Mark
11	A D E H (in any order) A (Noah übernachtet in der Schule.) D (Noah isst gern Süßes.) E (Noah findet Zeit für seine Hausaufgaben.) H (Noah hat eine gute Beziehung zu seinen Eltern.)	4

Question		Key idea	Accept	Reject	Mark
12	Ich bin sportlich und	I am sporty and	I like sport and	incorrect tense	1
	gehe gern klettern.	like going climbing.	like/love climbing.	climb in isolation	1
	Letzten Sommer bin ich ... gefahren.	Last summer I went	Last summer I travelled	I flew	1
	... zwei Wochen lang mit der Schule nach Österreich ...	for two weeks with school to Austria.	to Austria for two weeks (long) with school/with school for two weeks to Austria.	two long weeks	1
	Wir haben ... Abenteuerurlaub gemacht.	We had an adventure holiday.	We went on an adventure holiday. We did an adventure holiday.	We made an adventure holiday.	1
	... in den Bergen...	in the mountains	in/on (the) mountains	in a mountain on mountain	1
	Das Wetter war stürmisch, aber die Zeit zusammen mit meiner Klasse war toll.	The weather was stormy, but the time <u>together</u> with my class was great.	...brill/top/superb	rainy	1
	Ich habe auch viele neue Freunde ... kennengelernt.	I also made many new friends	I also made lots of new acquaintances I also got to know many new friends	friend/acquaintance	1
	... aus ganz Europa ...	from all over Europe.	from everywhere in Europe. from the whole of Europe. from all Europe	Europe	1

Total marks = 60