



GCSE

GERMAN

8668/RF

Paper 3 Reading Foundation

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	Accept	Mark
01.1	B	1
01.2	A	1
01.3	B	1

Question	Key ideas	Accept	Reject	Mark
02.1	auntie	aunt/aunty/antie/anty/ uantie	ant untie	1

Question	Key ideas	Accept	Reject	Mark
02.2	funny	amusing best/favourite prefers them loves them most of all	loves them (in isolation)	1

Question	Key ideas	Accept	Reject	Mark
02.3	does not like it (at all)	has lost interest has other interests not interesting not a fan does not like/care for them	boring	1

Question	Key ideas	Accept	Reject	Mark
02.4	downloads it/them	online/streams it/them on computer/laptop/ iPad/Tablet	on the internet/website(s) at home DVD On TV	1

Question	Accept	Mark
3.1	A	1
3.2	B	1

3.3	B	1
3.4	A	1

Question	Key ideas	Accept	Reject	Mark
04.1	unemployment poverty homelessness (2 from 3)	not many jobs lack of/loss of jobs not much work/nowhere to work joblessness poor people homeless	poor	2

Question	Key ideas	Accept	Reject	Mark
04.2	(in the) station (in the) (city/town) park	stations parks	skate park	2

Question	Key ideas	Accept	Reject	Mark
04.3	soup kitchen	homeless (shelter) kitchen	kitchen supper kitchen	1

Question	Key ideas	Accept	Reject	Mark
04.4	polite willing to talk (1 from 2)	they like/want/need to talk they like talking to her	sympathetic/helpful/friendly/kind she likes talking/listening to them	1

Question	Accept	Mark
05	B C E H J (in any order – 1 mark each)	5

Question	Key ideas	Accept	Reject	Mark
06.1	go into the 6th form	go to college (do) A levels/Abitur stay (on)/continue at school	go to university do further education study	1

Question	Key ideas	Accept	Reject	Mark
06.2	an apprenticeship	get a training place	work experience train to be a teacher	1

Question	Key ideas	Accept	Reject	Mark
06.3	(it is) well-paid	the money/salary		1

Question	Key ideas	Accept	Reject	Mark
06.4	use her (foreign) languages	speak the/a foreign language speak the/a different language wants to/knows how to speak a (foreign) language	learn a new (foreign) language	1

Question				
7		Past	Present	Future
	Anna	Accept: did not listen/pay attention (to the teachers) never listened (1 mark) Reject: does not listen did not learn anything/messed around		

	Jacob			<p>Accept: go to/do/take/take part in/take up/join (after school/extracurricular) groups/clubs/activities</p> <p>(1 mark)</p> <p>Reject: AGs for groups/clubs/activities</p>
	Emily		<p>Accept: learns (to play the) piano</p> <p>(1 mark)</p> <p>Reject: plays the piano learnt the piano</p>	

Question	Accept	Mark
8	C, D, F, H (in any order)	4

Question	Accept	Mark
9.1	Z	1
9.2	H	1
9.3	A	1

Question	Accept	Mark
10.1	B	1
10.2	A	1

10.3	C	1
10.4	A	1

Question	Accept	Mark
11.1	R	1
11.2	R	1
11.3	NT	1

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

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

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

	er geht laufen	laufen/laufen (zu) gehen		1
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Question	Key ideas	Accept	Reject	Mark
13.3	während der Woche	in der Woche während die/eine Woche an Wochentagen	(der) Woche (in isolation)	1

Question	Key ideas	Accept	Reject	Mark	
14	Ich spiele Tischtennis und gehe	I play table tennis and go	I like playing table tennis tennis	1	
	zweimal pro Woche zum Sportklub.	twice per/a week to the Sport(s) Club.	two times per/a week ...to a sport(s) club gym/fitness centre (for Sport(s) Club)	1	
	Letzten Samstag haben wir gewonnen,	Last Saturday we won	On last Saturday... ...we have won Last Saturday our team won	...had won	1
	obwohl die andere Mannschaft	although the other team	even though... ... opposing team		1
	stark war.	was strong.	powerful.	good	1
	Im Sommer ... manchmal	Sometimes in (the) summer	In (the) summer sometimes/at times		1
	verbringen wir ... einige Tage	we spend several days	we will spend.../are spending... a few/number of/some ...	many/lots of ...	1
	in einem Trainingslager.	in a training camp.	training in a camp in a training centre		1
Das macht immer Spaß.	That/this/it is always fun (to do).	... is always enjoyable	I always have fun	1	

