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**GCSE**  
**GERMAN**  
**8668/RH**

Paper 3 Reading Higher

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Mark scheme

June 2020

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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.

Further copies of this mark scheme are available from [aqa.org.uk](http://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 ideas	Accept	Reject	Mark
01.1	they have lost everything (in their country); they have nothing <i>(1 from 2)</i>			1

Question	Key ideas	Accept	Reject	Mark
01.2	they are (living) in a safe country		they are safe (in isolation) nowhere to go need somewhere to live	1

Question	Key ideas	Accept	Reject	Mark
01.3	they are polite / want to learn new German vocabulary/ (want) to integrate into Germany <i>(2 from 3)</i>	want to learn German		2

Question	Key ideas	Accept	Reject	Mark
01.4	Collect / pick up plastic (rubbish); protect sea-life <i>(1 from 2)</i>		rubbish (in isolation)	1

Question	Key ideas	Accept	Reject	Mark
02	dogs welcome in all hotels (and small hotels); there are dog playgrounds; there are wonderful / great walking / hiking paths (around Grömitz); dogs can have fun in the park <i>(2 from 4)</i>			2

Question	Accept	Mark
03.1	F	1

Question	Accept	Mark
03.2	F	1

Question	Accept	Mark
03.3	NT	1

Question	Accept	Mark
03.4	T	1

Question	Accept	Mark
03.5	F	1

Question	Accept	Mark
03.6	T	1

Question	Key ideas	Accept	Reject	Mark
04.1	celebrate the longest day of the year			1

Question	Key ideas	Accept	Reject	Mark
04.2	play (an instrument) / join in			1

Question	Key ideas	Accept	Reject	Mark
04.3	5 Euro(s)			1

Question	Accept	Mark
05.1	F	1

Question	Accept	Mark
05.2	F	1

Question	Accept	Mark
05.3	T	1

Question	Accept	Mark
05.4	NT	1

Question	Key ideas	Accept	Reject	Mark
06.1	it is a mild (September) morning; hardly anyone in the water	a handful of people very few people	mild weather not too many people no-one nobody	2

Question	Key ideas	Accept	Reject	Mark
06.2	she prefers/wants to see the bottom; idea of swimming through <u>dark green</u> water <i>(1 from 2)</i>	can't see the bottom		1

Question	Key ideas	Accept	Reject	Mark
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<b>06.3</b>	understands Sofia's fear; (he) thinks it will be fun		She thinks it will be fun	2
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Question	Key ideas	Accept	Reject	Mark
06.4	too much energy in the legs / leg action	using legs too much	legs (in isolation)	1

Question	Key ideas	Accept	Reject	Mark
06.5	not sure she will come back (next week)		she is not sure (in isolation)	1

Question	Accept	Mark
07	A C E (in any order – 1 mark each)	3

Question	Key ideas	Accept	Reject	Mark
08.1	need to be able to combine it with training/education	apprenticeship	work experience	1

Question	Key ideas	Accept	Reject	Mark
08.2	if they are keen on looks/appearance/beauty (products)			1

Question	Key ideas	Accept	Reject	Mark
08.3	Early risers/people who get up early			1

Question	Key ideas	Accept	Reject	Mark
09.1	Zu viel Verkehr			1

Question	Key ideas	Accept	Reject	Mark
09.2	Elektrische Autos; <u>billige</u> öffentliche Verkehrsmittel			2

Question	Key ideas	Accept	Reject	Mark
09.3	Flughafen			1

Question	Accept	Mark
10.1	B	1

Question	Accept	Mark
10.2	C	1

Question	Accept	Mark
10.3	C	1

Question	Accept	Mark
10.4	B	1

Question	Accept	Mark
10.5	A	1

Question	Accept	Mark
11.1	B	1

Question	Accept	Mark
11.2	C	1

Question	Accept	Mark
11.3	C	1

Question	Accept	Mark
11.4	A	1

Question	Key ideas	Accept	Reject	Mark
12.1	(gespendet) aus <u>ganz</u> Deutschland			1

Question	Key ideas	Accept	Reject	Mark
12.2	sie sortieren (sie); sie wählen (passende) Kombinationen aus			2

Question	Key ideas	Accept	Reject	Mark
12.3	alleinstehend/in Not/erwarten ein Baby			1

Question	Key ideas	Accept	Reject	Mark
12.4	eine Freundin holt/ihre Männer holen sie ab			1

Question		Key idea	Accept	Reject	Mark
13	Letzten Monat habe ich meinen Onkel in Hamburg besucht.	Last month I visited my uncle in Hamburg.			1
	Ich habe mich dort amüsiert,	I enjoyed myself there,	I found it fun there/it was fun there/I had fun there/I amused myself there		1
	obwohl es soziale Probleme ... gibt.	although there are social problems			1
	... und viel Armut ...	and a lot of poverty.			1
	Ich interessiere mich vor allem	Above all, I am interested	I am especially interested	the most	1
	für die Geschichte von dem Hafen.	in the history of the harbour.	in the story of the harbour/in the harbour's history/story.		1
	In der Zukunft möchte ich ... finden,	In the future, I would like to find		I want...	1
	eine gut bezahlte Arbeitsstelle in dieser Großstadt	A well-paid job in this city	in this big city	in this town/in this big town	1
weil sie so lebhaft ist.	because it is so lively.		She is so lively	1	

**Total marks = 60**