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

Paper 3 Reading Higher

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**Mark scheme**

June 2021

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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.

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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     | a donation/no present |        |        | 1    |

| Question | Key ideas   | Accept                 | Reject   | Mark |
|----------|-------------|------------------------|----------|------|
| 01.2     | are in need | have no money/are poor | homeless | 1    |

| Question | Key ideas  | Accept                | Reject | Mark |
|----------|--|-----------------------|--------|------|
| 02.1     | 10 km to next/nearest village (1 mark)<br>no public transport (1 mark) | ... next/nearest town |        | 2    |

| Question | Key ideas   | Accept | Reject | Mark |
|----------|---|--------|--------|------|
| 02.2     | walking/hiking/(picturesque) landscape/scenery (1 mark) | land   |        | 1    |

| Question | Key ideas                                  | Accept | Reject      | Mark |
|----------|--|--------|-------------|------|
| 02.3     | have a barbecue (1 mark)<br>relax (1 mark) |        | grill place | 2    |

| Question | Accept    | Mark |
|----------|-----------|------|
| 03.1     | F (False) | 1    |

| Question | Accept    | Mark |
|----------|-----------|------|
| 03.2     | F (False) | 1    |

| Question | Accept   | Mark |
|----------|----------|------|
| 03.3     | T (True) | 1    |

| Question | Accept               | Mark |
|----------|----------------------|------|
| 03.4     | NT (Not in the text) | 1    |

| Question | Key ideas   | Accept | Reject | Mark |
|----------|---|--------|--------|------|
| 04.1     | it was too serious/did not make him laugh/he did not find it funny (1 mark) |        |        | 1    |

| Question | Key ideas                   | Accept | Reject | Mark |
|----------|-----------------------------|--------|--------|------|
| 04.2     | she has seen it three times |        |        | 1    |

| Question | Key ideas                           | Accept | Reject | Mark |
|----------|-------------------------------------|--------|--------|------|
| 04.3     | the special effects were impressive |        |        | 1    |

| Question | Key ideas  | Accept | Reject | Mark |
|----------|--|--------|--------|------|
| 04.4     | the actors were weak/poor; the father-son relationship was laughable/ridiculous (1 from 2) |        |        | 1    |

| Question | Accept              | Mark |
|----------|---------------------|------|
| 05.1     | C (lives far away.) | 1    |

| Question | Accept                               | Mark |
|----------|--------------------------------------|------|
| 05.2     | B (before she can inherit anything.) | 1    |

| Question | Accept                                    | Mark |
|----------|---|------|
| 05.3     | A (almost gives up on finding a husband.) | 1    |

| Question | Accept                    | Mark |
|----------|---------------------------|------|
| 05.4     | C (things are different.) | 1    |

| Question | Accept            | Mark |
|----------|-------------------|------|
| 05.5     | A (disappointed.) | 1    |

| Question | Key ideas   | Accept | Reject | Mark |
|----------|---|--------|--------|------|
| 06.1     | can combine daily walk with the dog and a sporting activity |        |        | 1    |



| Question | Key ideas                                    | Accept | Reject | Mark |
|----------|--|--------|--------|------|
| 06.2     | so that the dog can refresh itself/cool down |        |        | 1    |

| Question | Key ideas     | Accept | Reject | Mark |
|----------|---------------|--------|--------|------|
| 06.3     | hard surfaces |        |        | 1    |

| Question | Key ideas                       | Accept | Reject | Mark |
|----------|---------------------------------|--------|--------|------|
| 06.4     | dog could run off and disappear |        |        | 1    |

| Question | Key ideas            | Accept | Reject | Mark |
|----------|----------------------|--------|--------|------|
| 06.5     | take him to the vets |        |        | 1    |

| Question | Accept    |  |  | Mark |
|----------|-----------|--|--|------|
| 07.1     | F (False) |  |  | 1    |

| Question | Accept   | Mark |
|----------|----------|------|
| 07.2     | T (True) | 1    |

| Question | Accept    | Mark |
|----------|-----------|------|
| 07.3     | F (False) | 1    |

| Question | Accept               | Mark |
|----------|----------------------|------|
| 07.4     | NT (Not in the text) | 1    |

| Question | Key ideas  | Accept | Reject | Mark |
|----------|--|--------|--------|------|
| 08.1     | (they) produce more rubbish than any other country |        |        | 1    |

| Question | Key ideas  | Accept | Reject | Mark |
|----------|--|--------|--------|------|
| 08.2     | difficult/not easy to get rid of the cardboard boxes |        |        | 1    |

| Question | Key ideas  | Accept | Reject | Mark |
|----------|--|--------|--------|------|
| 08.3     | (using coffee machines with) capsules made of aluminium or plastic |        |        | 1    |

| Question | Key ideas   | Accept | Reject | Mark |
|----------|---|--------|--------|------|
| 08.4     | take (a) jar/can to supermarket and fill (it) with rice/pasta etc |        |        | 1    |

| Question | Accept                | Mark |
|----------|-----------------------|------|
| 09.1     | B (nach Hause gehen.) | 1    |

| Question | Accept                           | Mark |
|----------|----------------------------------|------|
| 09.2     | A + B (ausgehen. + fit bleiben.) | 1    |

| Question | Accept       | Mark |
|----------|--------------|------|
| 09.3     | A (höflich.) | 1    |

| Question | Accept                | Mark |
|----------|-----------------------|------|
| 09.4     | A (Antonias Angebot.) | 1    |

| Question | Key ideas                        | Accept         | Reject | Mark |
|----------|----------------------------------|----------------|--------|------|
| 10.1     | Kinder können Eltern informieren | sie können ... |        | 1    |

| Question | Key ideas  | Accept | Reject | Mark |
|----------|--|--------|--------|------|
| 10.2     | Schüler haben Gewaltvideos (in der Pause) angeschaut (1 mark)<br><br>(im Unterricht) haben (viele) Schüler online gechattet (1 mark) |        |        | 2    |

| Question | Key ideas  | Accept | Reject | Mark |
|----------|--|--------|--------|------|
| 10.3     | Handys nicht erlauben/ein (generelles) Handyverbot |        |        | 1    |

| Question | Accept   | Mark |
|----------|--|------|
| 11       | <p><b>C E G H (in any order)</b></p> <p><b>C</b> (Adil würde lieber Geld verdienen als weiter studieren.)<br/> <b>E</b> (Adil sucht einen Arbeitsplatz, wo er mit anderen arbeiten kann.)<br/> <b>G</b> (Adil weiß noch nicht genau, was er in der Zukunft machen wird.)<br/> <b>H</b> (Adil denkt, dass seine Prüfungen für jetzt am wichtigsten sind.)</p> | 4    |

| Question | Key ideas                                       | Accept | Reject | Mark |
|----------|---|--------|--------|------|
| 12.1     | (Lehrer setzen ihn unter großen) Leistungsdruck |        |        | 1    |

| Question | Key ideas              | Accept | Reject | Mark |
|----------|------------------------|--------|--------|------|
| 12.2     | einen Termin beim Arzt |        |        | 1    |

| Question | Key ideas  | Accept | Reject | Mark |
|----------|--|--------|--------|------|
| 12.3     | er kann intensiver arbeiten/er arbeitet intensiver |        |        | 1    |

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| Question | Key ideas                              | Accept | Reject | Mark |
|----------|--|--------|--------|------|
| 12.4     | (Sie hatten) viel Erfolg in der Schule |        |        | 1    |

| Question | Key ideas   | Accept | Reject | Mark |
|----------|---|--------|--------|------|
| 12.5     | (ist) in den Prüfungen durchgefallen (1 mark);<br>durfte nicht (mit Freunden) in Urlaub fahren (1 mark);<br>fühlte sich (sehr) depressiv (1 mark)<br>(2 from 3) |        |        | 2    |

| Question |  | Key ideas                                 | Accept                                    | Reject | Mark |
|----------|--|---|---|--------|------|
| 13       | Ich verstehe mich gut mit meinem Onkel.                  | I get on well with my uncle.              | I have a good relationship with my uncle. |        | 1    |
|          | Nächstes Wochenende werden wir Zeit zusammen verbringen, | Next weekend we will spend time together, |   |        | 1    |
|          | denn wir beide arbeiten als Freiwillige                  | as we both work as volunteers             |   |        | 1    |
|          | bei der Feuerwehr.                                       | at the fire brigade.                      | with/for fire service.                    |        | 1    |
|          | Wir mögen die Arbeit gern,                               | We like the work,                         |   |        | 1    |
|          | weil wir anderen Menschen helfen können                  | because we can help other people          |   |        | 1    |
|          | und manchmal auch Tieren.                                | and sometimes also animals.               | even                                      |        | 1    |
|          | Vor zwei Wochen mussten wir zum Beispiel                 | Two weeks ago for example we had to ...   |   |        | 1    |
|          | eine Katze von einem Baum holen.                         | get a cat from a tree.                    | retrieve/fetch/rescue/pull                |        | 1    |

**Total marks = 60**