
**GCSE
GERMAN
8668/RF**

Paper 3 Reading Foundation Tier

Mark scheme

June 2024

Version: 1.0 Final



2 4 6 G 8 6 6 8 / R F / M S

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 | Accept | Mark |
|----------|-----------|------|
| 01.1 | M (Maria) | 1 |

| Question | Accept | Mark |
|----------|----------|------|
| 01.2 | A (Alex) | 1 |

| Question | Accept | Mark |
|----------|--------------|------|
| 01.3 | V (Veronika) | 1 |

| Question | Accept | Mark |
|----------|-----------|------|
| 01.4 | S (Simon) | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---|---|--------|------|
| 02.1 | (it is) small (1 mark) friendly (1 mark) likes it (1 mark) (2 from 3) | people are friendly (1 mark) loves it (1 mark) | | 2 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--|-------------------------------------|-------------|------|
| 02.2 | strict (1 mark) no <u>time</u> for him (1 mark) | little <u>time</u> for him (1 mark) | no patience | 2 |

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

| Question | Accept | Mark |
|----------|----------|------|
| 03.2 | T (true) | 1 |

| Question | Accept | Mark |
|----------|----------------------|------|
| 03.3 | NT (not in the text) | 1 |

| Question | Accept | Mark |
|----------|-----------|------|
| 03.4 | F (false) | 1 |

| Question | Accept | Mark |
|----------|----------|------|
| 04.1 | A (car.) | 1 |

| Question | Accept | Mark |
|----------|-------------------|------|
| 04.2 | B (rainy.) | 1 |

| Question | Accept | Mark |
|----------|--|------|
| 04.3 | A + B (the rooms were not clean.) + (they did not like the food.) | 1 |

| Question | Accept | Mark |
|----------|--|------|
| 04.4 | A + B (go to a different country.) + (use a different type of transport.) | 1 |

| Question | Accept | Mark |
|----------|--|------|
| 04.5 | B (the view from her hotel room.) | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--|-----------------------|--|------|
| 05.1 | (he/he has) lost weight (1 mark) (feels) healthy/healthier (1 mark) | lost 4 kilos (1 mark) | lost + incorrect number of kilos (feels) well/better/fit/fitter | 2 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--|--------|-----------------------|------|
| 05.2 | vegetables <u>taste</u> better (than meat) | | vegetables are better | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---|--|--|------|
| 05.3 | (can) enjoy <u>better</u> /have <u>better</u> time with his friends | (can) socialise with friends <u>more</u> /spend <u>more</u> time with friends (can) get to know friends <u>better</u> | any response which does not convey more/better | 1 |

| Question | Accept | Mark |
|----------|-------------------------|------|
| 06.1 | B (occasionally) | 1 |

| Question | Accept | Mark |
|----------|--------------------|------|
| 06.2 | B (screen.) | 1 |

| Question | Accept | Mark |
|----------|-----------------------------------|------|
| 06.3 | C (watches films at home.) | 1 |

| Question | Accept | Mark |
|----------|-------------------------------|------|
| 06.4 | A (likes watching TV.) | 1 |

| Question | Accept | Mark |
|----------|-------------------------------|------|
| 06.5 | B (likes the seating.) | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--|---------------------------|--------|------|
| 07.1 | (he is) not (very/so) good at maths/math 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 |
|----------|--------------------------|--------|-----------|------|
| 07.2 | (other) <u>countries</u> | | geography | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---|--|--------|------------|
| 08 | Anke Past: collected rubbish (1 mark) Anke Future: (will) travel by/(will) use the train (on holiday) (1 mark) Michael Present: uses/has environmentally friendly heating (1 mark) Michael Future: (will) travel by/(will) use public transport (1 mark) | cleaned up (1 mark) cleared rubbish (1 mark) (will) go by train (1 mark) | | 2 2 |

| Question | Accept | Mark |
|----------|--|------|
| 09 | <p>C D E K L M (in any order)</p> <p>C (Adil macht Hausaufgaben in seinem Zimmer.) D (Adils Haus hat einen Garten.) E (Adil mag seine Schwester.) K (Adils Eltern arbeiten in einer Schule.) L (Adils Eltern sind hilfsbereit.) M (Adils Familie verbringt jeden Tag Zeit zusammen.)</p> | 6 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---|--------|--------------------------------|------|
| 10.1 | (Wir können Studenten helfen, das ideale) Freiwilligenprojekt zu finden | | Freiwilligenprojekt on its own | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---|--------|--------|------|
| 10.2 | Lebenserfahrung (ist extrem wichtig für Freiwilligenprojekte) | | | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--|--------|-----------------|------|
| 10.3 | (Wenn man mit Kindern arbeitet, dauert die Arbeit) vier Wochen | | vor vier Wochen | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---|--------------------------|--------|------|
| 10.4 | (bei) Tierschutzprojekten (arbeiten/helfen) | in einem Tierheim helfen | | 1 |

| Question | Accept | Mark |
|----------|-----------------------|------|
| 11.1 | C (schmutzig.) | 1 |

| Question | Accept | Mark |
|----------|--------------------------------------|------|
| 11.2 | B (hat seine Schwester gern.) | 1 |

| Question | Accept | Mark |
|----------|-----------------------------|------|
| 11.3 | B (mag seine Stadt.) | 1 |

| Question | Accept | Mark |
|----------|--------------------------------|------|
| 11.4 | C (ist voller Verkehr.) | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|----------------|--------|--------|------|
| 12.1 | (sie) heiraten | | | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|----------------|--------|--|------|
| 12.2 | Kinder (haben) | Kind | Any copying from text before: möchten in ein paar Jahren Kinder haben | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|-----------------|--------|--------|------|
| 12.3 | (zu) altmodisch | | | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---------------------------------|--------|--------|------|
| 12.4 | (warden einfach) zusammen leben | | | 1 |

| Question | | Key idea | Accept | Reject | Mark |
|----------|--|---|---|---|--------|
| 13 | Mein Freund wohnt in der Stadt | My friend lives in the town | resides/inhabits in town in the city | village | 1 1 |
| | und geht zu Fuß | and walks | and goes on foot goes by foot | | 1 |
| | in die Schule. | to school. | into school | in school | 1 |
| | Ich muss mit dem Bus fahren. | I have to take the bus. | I must take the bus. I have to/must catch the bus. I have to/must bus it. I need to take the bus. | | 1 |
| | Das macht keinen Spaß | That/it is no fun | That/it is not fun That/it isn't fun That/it is not enjoyable | That/it makes no fun Any answer with 'funny' | 1 |
| | und kostet viel Geld. | and costs a lot of money. | and is expensive. and costs a lot. | | 1 |
| | Letzten Samstag ... mit meinen Geschwistern | Last Saturday ... with my brother(s) and sister(s) | sibling(s) | sister(s) | 1 |
| | bin ich ... einkaufen gegangen. | I went shopping. | I went to the shops | | 1 |

Total marks = 60