GCSE
GERMAN
8662/RF

Paper 3 Reading – Sample assessment materials

Item commentary booklet – Foundation tier

Questions 1–4
Level of demand Low (4 marks)

Rationale for item type
A straightforward set of matching tasks on the topic of free time activities. Students are required to identify the activity.

Content sampled (vocab/grammar)
Key vocabulary: Blogs, Videospiele, tanzen, Kochen.

Mark scheme considerations
This set of tasks is a very familiar task type with clear instructions for students.

Accessibility considerations
A straightforward 'matching' type of question which should ensure that students clearly understand what is required of them. This set of questions has short and accessible texts on a familiar topic to give students a confident start to the paper. The amount of reading required by students in this set of questions has also been considered in order to match the requirements for low demand.

The instruction for these questions has been broken down into two short and simple sentences. Visuals have been included in this set of questions to add context. The kind of activities mentioned are straightforward.

The command 'Write the correct letter in each box' explains to students what is required of them. This should ensure that there are no barriers to understanding the requirements of this set of tasks.

Questions 5–10
Level of demand Low (6 marks)

Rationale for item type
A straightforward set of matching tasks on the topic of life at school. Students are required to identify simple opinions.

Content sampled (vocab/grammar)
Key vocabulary: langweilig, gute Noten, lernen, gern, alles, Erdkunde, Hausaufgaben, nie, Basketball, Pause.

Mark scheme considerations
This set of tasks is a very straightforward task type with clear instructions for students.

Accessibility considerations
This set of questions is a familiar type of question which should ensure that students clearly understand what is required of them. The set of questions has short and accessible texts on a familiar topic to give students a confident start at this early stage of the paper. The amount of reading required by students in this set of questions has also been taken into account in order to match the requirements for low demand.

The introduction to the set of questions has been broken down into simple sentences. A visual has been included in this set of questions to add context.

The command 'Write the correct letter in each box' explains to students what is required of them. This should ensure that there are no barriers to understanding the requirements of this set of tasks.

Questions 11–14

Level of demand Low (4 marks)

Rationale for item type

This set of questions on the topic of apps requires students to state if the opinions are positive, negative or both positive and negative.

Content sampled (vocab/grammar)

The key vocabulary which is tested here is: App, Idee, lecker, aber, schwer, Training, Probleme, schlecht, langsam, helfen, schlafen, fantastisch.

The GCSE Subject Content states that for Reading only up to 2% of words (rounded to the nearest whole word) of any given text can be comprised of cognates which are have the same meaning in English but are not in the vocabulary list. In this text of 67 words, the cognate vocabulary item 'internationales' is used and is classed as easily understood.

Mark scheme considerations

This set of tasks is a straightforward task type with clear instructions for students.
Each answer is either P, N or P+N for one mark per question.

Accessibility considerations

This is an accessible text with straightforward sentence structure and vocabulary. The sentences are short.

Questions 15–18 Overlap
Level of demand High (4 marks)

Rationale for item type

This is a multiple choice style set of tasks with a text on a lifestyle. The text is more demanding to reflect the level at this stage of the paper with a variety of distractors within each question.

Content sampled (vocab/grammar)

Key vocabulary items are: mehr, Fitness, sollen, sitzen, viel, fernsehen, Training, im Sommer, überraschen, Fahrrad, hoffen, Gesundheit, verbessern.

The GCSE Subject Content states that for Reading only up to 2% of words (rounded to the nearest whole word) of any given text can be comprised of cognates which have the same meaning in English but are not in the vocabulary list. In this text of 93 words, the cognate vocabulary items 'absolut' and 'Tour' are used and are classed as easily understood.

Mark scheme considerations

Students are required to choose the correct answer from the three possible responses and to write the letter in the box. There is only one correct answer to each question.

Accessibility considerations

This is a text which contains more challenging vocabulary and grammatical structures. To assist students, the sentences are short.

Questions 19–23

Level of demand Medium (5 marks)

Rationale for item type

This set of tasks is a multiple choice style task with 5 sentences to complete from a choice of three possible options. The text contains quite short sentences with a small number of complexities to reflect the level of demand.

Content sampled (vocab/grammar)

Key vocabulary: richtig, Stimme, Musik, spielen, Gitarre, singen, fast, nie, zusammen, Song, geschrieben, einige, Band, sofort, verkaufen.

The GCSE Subject Content states that for Reading only up to 2% of words (rounded to the nearest whole word) of any given text can be comprised of cognates which have the same meaning in English but are not in the vocabulary list. In this text of 76 words, the cognate vocabulary items Gitarre and Song are included as words which are classed as easily understood cognates.

Mark scheme considerations

This is a multiple choice set of tasks with only one correct answer with students selecting one answer from a choice of three. The two incorrect answers are suitably plausible and use vocabulary taken from the prescribed vocabulary list.

Accessibility considerations

This is a reasonably accessible stimulus for the level of demand where the incorrect answers can be eliminated if the text is largely understood. The rubrics and instructions are clear. The inclusion of a photo provides some cultural context to the task.

Questions 24–27
Level of demand High (4 marks)

Rationale for item type
This is a set of questions which is testing students' understanding of the different time frames and will be an effective discriminator between students of different abilities.

Content sampled (vocab/grammar)
This is a set of tasks on the topic of the environment.

The key vocabulary items are: Recyclingprojekte, beginnen, planen, Sonnenenergie, haben, nicht viel, Glück, Windenergie, sammeln, Plastik, Papier. Grammar tested: present, perfect, imperfect, future tenses.

The GCSE Subject Content states that for Reading only up to 2% of words (rounded to the nearest whole word) of any given text can be comprised of cognates which are easily understood and have the same meaning but are not in the vocabulary list. In this text of 92 words the cognate vocabulary items 'Recyclingprojekte' and 'Plastik' are used as easily understood cognates.

Mark scheme considerations
Students are required to write a letter in each box.

Accessibility considerations
This set of questions requires the whole text to be read and the key grammatical details picked out to demonstrate the understanding of the different tenses. The rubric explains to students what is required of them and the different options are emboldened. This should ensure that there are no barriers to understanding the requirements of this set tasks.

Questions 28–30 Overlap

Level of demand High (5 marks)

Rationale for item type

This is a set of questions requiring verbal answers in English. This is a high demand set of tasks at this tier and the various questions will ensure that this section is a good discriminator between students of different abilities.

There is an inference question as the final task. Students are required to infer the general meaning of single words from outside the vocabulary list when they are embedded in the context of written sentences, in this case 'Adler'. Students are able to use the context of the sentence containing the phrase and the other vocabulary, eg *Vöge*l and *fliegen* to draw a plausible meaning and select the correct answer which is that you will find Adler in the sky.

Content sampled (vocab/grammar)

This text is set in a small village in a rural area of Austria. Key vocabulary items are: von, nächsten, Stadt, eine Stunde, fahren, früh, aufstehen, immer, müde, Touristen, Landschaft, schön, frische Luft, wandern, Vögel, fliegen.

The mark scheme identifies the key ideas, with alternatives suggested to ensure that a different way of expressing the same idea is credited. A reject column is part of the mark scheme to ensure that there is clarity around student responses which will not be rewarded, to enable accurate and consistent marking.

Accessibility considerations

This set of tasks is set in Austria, part of the German-speaking world and the level of vocabulary is appropriate to reflect the level of demand. Bold text has been used to emphasise that in each case 'two' pieces of information are required. There is a numbered line for each item of information to make it clear to students that they must write two separate answers.

A visual has been included in this set of questions to add cultural context.

The inference question appears at the end of this set of questions. An additional instruction is provided before Question 30 indicating to students that this is a different type of task and that they must re-read the last sentence of the stimulus. The word 'Adler' is emboldened both in the text and in Question 30, to assist students further.

Questions 31–34
Level of demand Low + Medium (5 marks)

Rationale for item type

This set of questions requires students to provide verbal answers to short questions in English.

Students are required to infer the general meaning of single words from outside the vocabulary list when they are embedded in the context of written sentences, in this case 'Klavier'. Students are able to use the context of the sentence containing the phrase and the other vocabulary, eg 'Musikschule', 'singen' and 'lernen' to draw a plausible meaning and select the correct answer.

Content sampled (vocab/grammar)

This set of questions is set on the topic of friendship. Key vocabulary items are: wohnen, neben, Bahnhof, Samstag, zuerst, Kino, Frankreich, Französisch, sprechen, Schloss, besuchen, Musikschule, lernen, singen.

Accessibility considerations

This is a fairly accessible text with some more difficult vocabulary items included to reflect the level of demand. For Question 33, two marks are available, the question includes the statement: 'Give **two** details' for clarity and the two answer lines are numbered 1 and 2, again for clarity. As required by the subject content, this set of questions includes an inference task in Question 34.

The inference question appears at the end of this set of questions. An additional instruction is provided before Question 34 indicating to students that this is a different type of task, and that they need to re-read this section of the text to answer the question. The word 'Klavier' is emboldened both in the text and in Question 34, to assist students further.

Questions 35–37 Overlap
Level of demand High (3 marks)

Rationale for item type
This is a set of matching tasks with a variety of headlines from a German newspaper. The texts are short but the vocabulary within each headline reflects the level at this stage of the paper.

Content sampled (vocab/grammar)
This set of questions is based on newspaper headlines. Key vocabulary items are: Umweltprobleme, arbeitslos, Urlaub, Arbeit, Nordseeküste.

In line with the requirement that no more than 2% of words (rounded to the nearest number) may be glossed, in this text of 29 words, the meaning of the single word *Bayern* is provided for students.

Mark scheme considerations
Students are required to choose the three responses and to write the correct letter in each box. There are five headlines provided, with two headlines used as appropriate distractors in this context. There is only one correct answer to each question.

Accessibility considerations
This is a text which contains more challenging vocabulary but with short stimulus texts.

Question 38 Translation
Level of demand Low/medium/high (4/2/4)

Level of demand	Item
Low	Ich gehe oft schwimmen.
Low	Es gibt viele Lehrer in der Schule.
Medium	Wir sehen fern und spielen Karten mit Freunden.
High	Ich finde Kuchen lecker, aber ich esse nie Gemüse.
High	Letztes Jahr bin ich in den Bergen Fahrrad gefahren.

Rationale for item type

The GCSE Subject Content states that 'GCSE specifications in French, German and Spanish must require students to: translate in writing short sentences or texts, from the language to English and vice versa, using a range of the vocabulary and grammar specified for each tier. In this context, translation means 'an appropriate and sufficient rendering of the meaning of the original language'.

Content sampled (vocab/grammar)

Key vocabulary items are: sehen, oft, schwimmen, es gibt, viele, Lehrer, Schule, fernsehen, Karten, mit, finden, Kuchen, lecker, essen, nie, Gemüse, Berge, Fahrrad fahren.

The range of grammar includes: adjectives, prepositions, negation, different subject pronouns. Tenses targeted are: present and perfect.

Mark scheme considerations

This task is marked according to the detailed mark scheme where each sentence is broken up into sections and marks awarded. As the Subject Content requires 'an appropriate and sufficient rendering of the meaning of the original language', this is reflected in the range of different answers which are accepted and credits those which are not exact translations of the original language but still convey the meaning sufficiently. This can be seen in the columns used in the detailed mark scheme for this question.

Accessibility considerations

The translation is set as five sentences which increase in demand from part 1 through to part 5. There are two lines for the translation of each sentence to ensure there is sufficient space for students to write their answers. The instruction is clear and as the sentences are not linked in terms of topic, no context is needed.