

# GCSE GERMAN 8662/RH

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**Paper 3 Reading – Sample assessment materials**

Item commentary booklet – Higher tier

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## Questions 1-4 Overlap

Level of demand Low (4 marks)

### Rationale for item type

As this is an overlap set of questions, these tasks provide a confident start to the paper with vocabulary which should be familiar at this tier. This is a multiple choice style set of tasks with a text on a lifestyle. The text contains 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

Accessible text on a familiar topic at the start of the paper to give students a confident start.

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## Questions 5-7 Overlap

Level of demand Low (3 marks)

### Rationale for item type

This is a matching set of tasks with a variety of headlines from a German newspaper. The texts are short and the vocabulary within each headline provides another accessible set of questions at this stage of the paper on higher tier.

### 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

Accessible text on a familiar topic at the start of the paper to give students a confident start.

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## Questions 8-11

Level of demand Medium (5 marks)

### Rationale for item type

This is a straightforward set of tasks identifying positive and negative opinions on a familiar topic (relationships). Students are required to read each point of view carefully to reach the overall opinion.

### Content sampled (vocab/grammar)

This set of questions samples the topic of relationships. Key vocabulary items are: zusammen, eng, Beziehung, sich streiten, andere, aber, Hausaufgaben, nervig, gemein, nie, immer, Zeit, sich verstehen, trotzdem, ungeduldig.

### Mark scheme considerations

Each answer is either P, N or P+N for one mark per question.  
One question requires verbal responses.

### Accessibility considerations

Accessible text on a familiar topic early in the paper. The statements are short sentences. The instructions are clear, with bold type used to emphasise the key elements, eg whether an opinion is positive, negative or both positive and negative. The verbal response question includes the statement 'give **two** details' for clarity and the two answer lines are numbered to show that two details are required.

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## Questions 12-16

Level of demand 3 x High, 2 x Medium (5 marks)

### Rationale for item type

This set of questions are all three-part multiple choice tasks on the topic of climate change in Germany with a mix of high and medium demand.

### Content sampled (vocab/grammar)

This set of questions is based on the topical issue of climate change. The key vocabulary items are: Großstädten, Proteste, Erfolg, Regierung, zeigen, gegen, Klimawandel, viel, verbieten (verboten), Ziel, Welt, schützen, Freitag, Bahnhof.

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 101 words the cognate vocabulary items *Proteste* and *realistisch* are used as easily understood cognates.

### Mark scheme considerations

Students decide for each question which of the three options is correct and write the letter in the box.

### Accessibility considerations

The instructions on what to do are written as two short sentences in simple language. The verb 'protestieren' is glossed as a past participle. Despite being quite close to the English equivalent, it was felt that the meaning might not be immediately obvious to students, especially in this form of the verb. It is much less obvious than the noun cognate (Protest).

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## Questions 17-19 Overlap

Level of demand Low (5 marks)

### Rationale for item type

This is a set of questions requiring straightforward verbal answers in English. This is a low demand set of tasks at this tier.

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 *Vögel* 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 19, 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 19, to assist students further.

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## Questions 20-24

Level of demand 2 x Medium, 3 x High (5 marks)

### Rationale for item type

This is a set of questions which requires written short answers in English and includes an inference task. This is a mix of medium and high demand set of tasks at this tier and written answers will ensure that this set of questions is a good discriminator between students of different abilities.

The inference question is 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 'Zeitschrift'. Students are able to use the context of the sentence containing the word and the other vocabulary, eg *online*, *sich informieren* and *Blog* to draw a plausible meaning and select the correct answer which is 'read it'.

### Content sampled (vocab/grammar)

This set of questions comes from the topics of Celebrity culture and media and technology. It relates to the influencers Pamela Bee and Bibi Tomassen. The concept of influencers in today's society is something students of this target age group will be familiar with.

Key vocabulary items are: Fitness-Routine, Zuschauer, gesund, leben, Einfluss, Werbung, kaufen, Fitness-Produkte, Produkte, Influencer, Modevorschläge, Internet, teilen, singen, Lied, Publikum, beliebt, verheiratet, Alltag, Filme, zeigen, gründen, Fans, Zukunftspläne, informieren, finden.

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 138 words, the cognate vocabulary items *Routine* and *Influencer-Szene* are used as easily understood cognates.

### Mark scheme considerations

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. The inference task is a three part multiple choice question with one correct answer.

### Accessibility considerations

This set of tasks includes a longer stimulus with more challenging vocabulary to reflect the level of demand. Bold text has been used to highlight the names of the two influencers referred to and also in Question 21 and Question 22 to emphasise that only **one** detail is required in the answer (from the two possible details included in the text). The two marks for Questions 20 and 21 are of medium demand and Questions 22, 23 and 24 are high demand.

An additional instruction is provided before Question 24, indicating to students that this is a different type of task and that they must re-read the last paragraph of the stimulus text. The word 'Zeitschrift' is emboldened both in the text and in Question 24, to assist students further.

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## Questions 25-28

Level of demand High (4 marks)

### Rationale for item type

This is a set of questions which requires students to decide who each statement refers to and whether it refers to one or both of the two Austrians mentioned in the stimulus material. This is a high demand set of tasks and accordingly, the two texts contain some challenging vocabulary. This set of tasks should prove to be a good discriminator.

### Content sampled (vocab/grammar)

The topic covered is a familiar one to students: social media and use of technology. Key vocabulary items are: hochladen, Eindruck, Gefahr, warnen, echt, chatten, süchtig, Teenagern Kontakt, Schwierigkeit, Internet, Hilfe, unterstützt, bekommen.

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 157 words, the cognate vocabulary items *chatten* and *Teenagern* are used as easily understood cognates.

### Accessibility considerations

This set of tasks includes a longer stimulus with more challenging vocabulary to reflect the level of demand. Nevertheless, the passage is split into two distinct and manageable sections to improve clarity for students.



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## Questions 29-33

Level of demand Medium (5 marks)

### Rationale for item type

This is a set of questions which is testing students' understanding of the different time frames and is of medium level demand for students sitting this tier of the examination.

### Content sampled (vocab/grammar)

The Subject Content also states that for Reading Higher and overlapping texts may include a small number of words outside the Vocabulary List but 'no more than 2% of words (rounded to the nearest whole number) in any given text may be glossed'. For this set of questions, the words 'Kochexpertin and Studentenheim' are glossed.

### Mark scheme considerations

Students identify the appropriate time frame and write the letter in the box.

### Accessibility considerations

The passage is reasonably short – 90 words - and the sentences are also reasonably short to reflect the level of demand.

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## Questions 34-37

Level of demand High (4 marks)

### Rationale for item type

This final reading comprehension set of tasks is targeted at high demand. The questions are multiple choice items with three options.

### Content sampled (vocab/grammar)

This set of questions is based around the topic of sport and in particular football. Key vocabulary items are: Zweck, erwarten, Geschichte, vergleichen, berühmt, Mannschaft, Stadion, gewinnen, Gelegenheit

This set of questions requires close reading skills, including the understanding of distractors to provide essential discrimination between students of different abilities.

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 137 words, the cognate vocabulary items *Image*, *Event* and *Rekord* are used as easily understood cognates.

The Subject Content states that for Reading Higher and overlapping texts may include a small number of words outside the Vocabulary List but 'no more than 2% of words (rounded to the nearest whole number) in any given text may be glossed'. In this set of questions, the words 'Europameisterschaft', 'Turnier' and 'Island' are glossed.

### Accessibility considerations

The text is split into four paragraphs to aid students with this longer text. The rubric and instructions are short and clear to students.

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## Question 38 Translation

Level of demand Low/medium/high (2/4/4)

### 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)

Low demand items: Eltern, letzten Samstag, Schweiz, geflogen.

Medium demand items: Lehrer, sagen, immer, müssen, Schularbeit, machen, hoffen, Jahr, Stelle, Büro, finden.

High demand items: Frau, vor + dative (ago), kennenlernen, Abendessen, sich entspannen.

Tenses: present, perfect, future. The range of grammar also includes vor + dative case, one separable past participle, one reflexive verb and personal pronouns.

### 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 well. 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 gradually increase in overall 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.