| GERMAN | **0525/42** |
|---|---|
| Paper 4 Writing | **May/June 2017** |
| MARK SCHEME | |
| Maximum Mark: 50 | |

**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

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This document consists of **27** printed pages.

**1    General Marking Principles**

**1.1 Crossing out:**

| (a) | If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct. |
|---|---|
| (b) | If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work. |

**1.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:**

| (a) | there is an indication from the candidate that other material should be considered. |
|---|---|
| (b) | the candidate has continued their answer outside the space provided. |
| (c) | there is no answer in the space provided. |

**1.3 Annotation used in the Mark Scheme:**

| (a) | tc = 'tout court' and means that on its own the material is not sufficient to score the mark. |
|---|---|
| (b) | BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded. |

**1.4** No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

**Award NR (No Response):**
If there is nothing written at all in the answer space or
If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

**Award 0:**
If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

**1.5** **Optional questions**: You must mark all questions attempted by the candidate. Where a question has not been attempted then NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, RM Assessor will automatically only aggregate the candidate's best result.

| Question | Answer | Marks |
|---|---|---|

**2     Detailed Mark Scheme**

**Question 1**

Candidates are required to list 8 items in German. Read all of the items that the candidate has listed and award marks as follows:

(i)    **Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5.** Stop ticking once 5 items have been rewarded.

(ii)    On Question 1, award marks for items wherever the candidate has written them.

(iii)    If the candidate offers more than one word per line, award a mark for each acceptable item.

(iv)    The pictures provided on the question paper are only suggestions.

(v)    Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.

(vi)    If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.
-    'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
-    Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.
-    If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning).
-    Where letters are transposed, the word is likely to communicate (unless another word has been created).

(vii)    If there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.

(viii) Refuse all nouns which are repeated and which do not have a separate meaning:
-    *Hose, kurze Hose*: award one mark to each item
-    *Kleine Hose, blaue Hose*: award one mark for the first *Hose*

(ix)    Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.

| Question | Answer | Marks |
|---|---|---|
| 1 | *Sie machen ein Picknick.*<br>*Was nehmen Sie mit? Machen Sie eine Liste von 8 Dingen auf Deutsch.*<br><u>The following are examples. Accept any appropriate picnic items which the candidate might choose:</u> | 5 |

| ACCEPT | | REFUSE | |
|---|---|---|---|
| Äpfel | | Abfall (another word) | Limonade – *in example, do not accept as answer* |
| Brot | Bröt | Bröde | |
| Chips | | | |
| Käse | | Kasse | |
| Kuchen | | | |
| Salat, Salad | | | |
| Schokolade | (follow sound-it-out/ look alike tests p 10) | Scholade | |
| Tasse | | | |
| Teller, Täller | | | |
| Tomaten | tomato | | |
| Wurst, Bratwurst, Currywurst, etc | | Wurst tc IF Bratwurst/Currywurst/etc. also been mentioned | |
| Tisch, Stuhl, Handy, Tasche, Geld | | Sofa (not picnic item) | |

**Total for Question 1: 5 marks**

| Question | Answer | Marks |
|---|---|---|
| **Question 2** | | |
| | Candidates are required to answer the question. Read the whole answer and award marks as follows:<br><br>•   **Communication: award a mark out of 10, according to the instructions in 2.1.**<br>•   **Language: award a mark out of 5, according to the instructions in 2.2.** | |
| 2 | *Sie beschreiben eine berühmte Person.*<br><br>**2.1: Award a mark out of 10 for Communication**<br><br>(i)   Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer.<br><br>(ii)   Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the tasks must be covered to get the 10 communication marks:<br>    •   <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9.<br>    •   <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on).<br><br>(iii)   Add up the ticks to give a mark out of 10 for Communication.<br><br>(iv)   For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling use 'rules' in Question 1: look alike, sound alike, etc.)<br><br>(v)   <u>LISTS</u> = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks<br>    •   Ich <u>habe</u> lange schwarze Haare, blaue Augen und einen kleinen Mund = 1 mark<br>      (1 verb = a list of 3)<br>    •   ich <u>habe</u> lange, schwarze Haare (1), ich <u>bin</u> ganz klein (1), und ich <u>bin</u> hübsch (1) =<br>      3 marks (3 verbs).<br><br>(vi)   Only reward each piece of information once, e.g. 'mein Haus ist super' cannot score both as description and reason for liking ('mein Haus ist super' and 'mein Garten ist super' can both be rewarded).<br><br>(vii)   Do not penalise factual errors.<br><br>(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine. | **15** |

| Question | Answer | Marks |
|---|---|---|

| | Tick | Accept |
|---|---|---|
| | ✓1 | **Sagen Sie, wie diese berühmte Person heißt und wie er/sie aussieht.**<br>As long as either given, consider task complete<br>**REWARD** any statement relating to<br>   • name of famous person<br>   • what the famous person looks like<br>**Accept**<br>   • *er/sie/*name of person, even if no specific reference to being a famous person<br>   • accept *namens* for *heißt*<br>   • reference to age as a description, eg *er ist ziemlich alt*<br>**Reject**<br><br>   • description of family member/ friend (eg *meine Mutter heißt/ist…*) IF there is no reference (now or later in essay) to being famous person<br>   • reference to age in years, eg *er ist 30 Jahre alt* |
| | ✓2 | **Beschreiben Sie seinen/ihren Beruf.**<br>**REWARD** any statement relating to<br>   • what the person's job is<br>   • any description of his/her job<br>   • any further details relating to the job<br>**Reject**<br>   • *Schüler/*Schülerin as job unless there is an explanation about what makes the person famous |

| Question | Answer | | | Marks |
|---|---|---|---|---|
| | **Tick** | **Accept** | | |
| | ✓3 | **Erklären Sie, warum Sie ihn/sie mögen.**<br>**REWARD** any statement relating to<br>  •  any <u>reason</u> for liking/admiring the famous person<br>  •  allow descriptions<br>  •  allow reference to what candidate does together with famous person<br>**Accept**<br>  •  reason for choices with or without use of **weil**<br>**Accept**<br>  •  use of suitable adjective as a form of reason<br>**Reject**<br>  •  *Er ist mein Lieblingsspieler/Vorbild/Idol* (not a reason) | | |
| | ✓4 | **Sagen Sie, was er/sie in der Zukunft machen wird.**<br>**REWARD** any statement relating to<br>  •  any detail about plans for his/her future<br>  •  accept reasons given for choices.<br>  •  allow any plans, no need to be linked to career<br>  •  allow candidate to say they don't know (e.g. *Ich weiß nicht, was er in der Zukunft machen wird. Ich weiß es nicht, weil er tot ist*.)<br>  •  allow reasons given for future choices<br>**Reject**<br>  •  answers where candidates write about their own future | | |

| Question | Answer | Marks |
|---|---|---|
| | **2.2: Award a mark out of 5 for Language**<br><br>Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see ***Note on using mark schemes*** *with Grade descriptors* (**Appendix I**)).<br><br>**Grade descriptors for Language (Question 2)**<br><table><tr><td>5</td><td>Straightforward vocabulary and structure.<br>The style of writing is basic, but reasonably coherent.<br>Use of a limited range of verbs, generally successful.<br>More accuracy than inaccuracy.</td></tr><tr><td>4</td><td>Basic vocabulary and structure.<br>Some awareness of verb usage, but inconsistent.<br>The writing is sufficiently accurate for meaning to be conveyed.</td></tr><tr><td>3</td><td>Very basic vocabulary and structure.<br>Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs).<br>Despite regular errors, the writing often conveys some meaning.</td></tr><tr><td>2</td><td>A few phrases or short sentences are accurate enough to be comprehensible.<br>Very simple sentence structure.</td></tr><tr><td>1</td><td>Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td></tr><tr><td>0</td><td>One or two disjointed words or short phrases may be recognisable.</td></tr></table><br>*Consider the whole answer when awarding mark for language<br><br><div align="right">**Total for Communication: 10 marks**<br>**Total for Language: 5 marks**<br>**Total for Question 2: 15 marks**</div> | |

| Question | Answer | Marks |
|---|---|---|
| **Question 3**<br><br>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:<br><br>•   **Communication:**    **award a mark out of 10, according to the instructions in 3.1.**<br>•   **Language:**           **award a mark out of 8 for Verbs, according to the instructions in 3.2.**<br>                                       **award a mark out of 12 for Other linguistic features, according to the instructions in 3.3.**<br><br>**For question-specific guidance, see later in this mark scheme.**<br><br>**3.1: Award a mark out of 10 for Communication**<br><br>(i)   There are 5 relevant communication points per question, each worth a maximum of 2 marks.<br><br>(ii)   For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point (in the body of the answer).<br><br><table><tr><td>**2 ticks**</td><td>Message clearly communicated.* Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td></tr><tr><td>**1 tick**</td><td>Communication of some meaning is achieved, but the message may be ambiguous or incomplete.**</td></tr><tr><td>**0 ticks**</td><td>Nothing of worth communicated.</td></tr></table><br>*in the appropriate time frame<br>**irrespective of time frame, attempt at an appropriate verb is made, verb may be incorrect but recognisable<br><br>(iii)  Add up the ticks to give a mark out of 10 for Communication.<br><br>**Please refer to Appendix II for generic guidance on awarding ticks for Communication.** | | |

| Question | Answer | Marks |
|---|---|---|
| | **3.2: Award a mark out of 8 for accurate use of Verbs** <br><br> When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. **For question-specific guidance, see later in this mark scheme.** <br><br> (i)   Place a tick above the **first** occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below). <br> (ii)   Convert the total number of ticks to a mark out of 8 using the Conversion table below. <br><br> <div align="center">**Conversion table for accurate use of Verbs (Question 3)**</div> | |

<div align="center">

| Number of ticks | Mark |
|:---:|:---:|
| 18+ | 8 |
| 16,17 | 7 |
| 14,15 | 6 |
| 12,13 | 5 |
| 10,11 | 4 |
| 8,9 | 3 |
| 6,7 | 2 |
| 4,5 | 1 |
| 0,1,2,3 | 0 |

</div>

| Question | Answer | Marks |
|---|---|---|
| | **How to award ticks for accurate use of Verbs (Question 3):** <br><br> •    **both subject and verb must be correct for the verb to score a tick** <br>    •   **Subject (=subject noun or pronoun including article or possessive) + any finite verb** <br>    •   Disregard adjectives, relative clauses, qualifiers and modifiers when looking at the 'subject' <br>    •   Minor spelling errors in the subject will be tolerated <br>    •   Capitalisation of nouns will be considered under *Other linguistic features* <br>    •   **Ignore inaccuracies in the use of umlauts except where lack/addition of umlaut creates another word e.g. Accept: *wir mussen* (could not mean anything else), but do not accept *ich mochte* where *ich möchte* is required (word means something different).** <br><br> •    **verb must be in the <u>appropriate tense</u> to score a tick (see session-specific tables on tenses)** <br><br> Note: exclude letter etiquette from verb ticks *(Hallo, Wie geht es dir?)* consider under OLF. <br> Do not award a verb tick where an accurate verb form is used in a sentence that conveys no meaning. <br><br> **Subject with verb** | |

| Tick | No tick | Note |
|---|---|---|
| Ich bin (✓) | | |
| Ich spiele (✓) | Ich spielt (*no tick*) | verb form must be correctly spelt |
| Der Mann kommt (✓) | Den Mann kommt (*no tick*) | subject must be correct |
| Ich bin gegangen (✓) | Ich habe gegangen (*no tick*) | insist on correct auxiliary |

| Question | Answer | Marks |
|---|---|---|

**With reflexive verbs**

| Tick | No tick | Note |
|---|---|---|
| Ich wasche mich (✓) | Ich wasche sich (no tick) | insist on correct reflexive pronoun |
|  | Ich wasche mich das Auto (no tick) | 'waschen' should not be used reflexively in this statement |

**With separable verbs**

| Tick | No tick | Note |
|---|---|---|
| Ich lege ein Foto bei (✓) | Ich beilege ein Foto (no tick) | prefix needs to be separated where appropriate for the verb to score |
| Ich lege bei ein Foto (✓) |  | Prefix does not need to be in the correct syntactic position for the verb to score. Consider word order in OLF. |
| Ich habe mitgemacht (✓) | Ich habe gemitmacht (no tick) | prefix needs to be separated where appropriate for the verb to score |

**Word order**

| Tick | No tick | Note |
|---|---|---|
| Ich bin <u>geflogen</u> gestern. (✓) |  | Tolerate incorrect word order for compound tenses as long as communication is not impeded, (consider under *Other linguistic features*) |
| Jeden Tag ich fahre mit dem Bus. (✓) |  | Tolerate wrong word order when main verb is not in position 2 for verb tick. |
| Ich habe gesonnt mich (✓) |  | Tolerate incorrect word order, consider under OLF |
| Wenn das Wetter schön ist (✓), wir gehen immer in den Park. (✓) |  | Tolerate wrong word order in sub-clauses for verb tick. Annotate for extra ling. features. |
| Wer bist du (?) (✓) | Wer du bist (?) (no tick) | inversion required with question word |

| Question | Answer | Marks |
|---|---|---|

**Compound tenses**

| Tick | No tick | Note |
|---|---|---|
| Ich habe gekauft (✓) | Ich hat gekauft. (no tick) | auxiliary must be correct |
| Wir sind gefahren. (✓) | Wir haben gefahren. (no tick) | auxiliary must be correct |
| Ich werde singen. (✓) | | future credited as compound tense, so no extra tick for infinitive |
| Er würde ein neues Auto kaufen. (✓) | | conditional credited, so no extra tick for infinitive |
| Wir werden mit dem Bus fahren. (✓) | | 1 tick for compound tense |
| Wir werden fahren mit dem Bus. (✓) | | Tolerate incorrect word order for compound tenses as long as communication is not impeded, (consider under *Other linguistic features*) |

**Single auxiliary with multiple past participles**

| Tick | No tick | Note |
|---|---|---|
| Wir haben gesungen und getanzt (✓) (✓) | | Wir haben gesungen = tick 1; Wir haben getanzt = tick 2 |

**Verbs with negative**

| Tick | No tick | Note |
|---|---|---|
| Sie spielen nicht (✓) | | tick is awarded for the correct verb and subject; the negative is considered for reward in 'Other linguistic features', hence credit for the verb is unaffected by any error in position of the negative |
| Sie nicht spielen (✓) | | |

| Question | Answer | Marks |
|---|---|---|

**Correct verb within meaningless statement**

| Tick | No tick | Note |
|---|---|---|
| Der Tag war lang (✓) | Der Tag war klug (*no tick*) | do not reward a correct verb in a meaningless statement |

**Infinitive/Modal constructions**

| Tick | No tick | Note |
|---|---|---|
| Ich kann (✓) gut spielen (✓) | | |
| Ich kannst (*no tick*) gut spielen (✓) | | incorrect verb form but correct infinitive |
| Ich kann (✓) spielen (✓) gut | | Tolerate infinitive in incorrect position, Consider word order in *Other linguistic features* |
| Ich will (✓) spiele (*no tick*) | | incorrect spelling of infinitive |
| Er hat versucht (✓) fit zu bleiben (✓) | | |
| Er hat versucht (✓) fit bleiben (*no tick*) | | zu is omitted, hence infinitive cannot be credited |
| Ich möchte (✓) zu studieren (*no tick*) | | zu is incorrectly added, hence infinitive cannot be credited |

**Reward only the first occurrence of a verb, e.g.**
- Ich mag (✓) Schwimmen. Ich mag (*no tick*) auch Tennis.
- Ich mag (✓) Schwimmen. Ich mag (*no tick*) Tennis nicht.
- Hier gibt es (✓) Berge und Flüsse. Es gibt auch (*no tick*) …

   **However,**
- Ich mag (✓) Schwimmen und mein Bruder mag (✓) Tennis – 2 different persons of the verb
- Mein Bruder mag Schwimmen (✓) und meine Schwester mag (*no tick*) Tennis – both third person usage
- Sie ist (✓) unglücklich, es ist (*no tick*) nicht gut – both third person usage

| Question | Answer | Marks |
|---|---|---|
| | **Register**<br><br>Reward Language if incorrect register (du) is used as long as this is consistently done. (But note that incorrect register will be penalised under Other Linguistic Features.)<br>If candidates' register is inconsistent within the context, i.e. if they write an inappropriate mixture of *du* and *Sie* within the same context, go with the most frequently used and only tick those for Language (if otherwise correct).<br><br>**3.3: Award a mark out of 12 for Other linguistic features**<br><br>(i)   Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see Note on using mark schemes with Grade descriptors (Appendix I)).<br><br>(ii)   Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:<br><br>   •   Use of capital/lower-case letters in nouns and pronouns<br>   •   Use of nouns (case agreement and use of determiners)<br>   •   Use of prepositions, followed by case agreement<br>   •   Adjectives (including comparatives and superlatives), possessives and demonstratives<br>   •   Word order (inversion, verb position in relative/subordinate clauses, verb position in compound tenses, word order with direct/indirect objects, word order with separable and reflexive verbs and time/manner/place)<br>   •   Subordinate clauses (use of *wenn, weil, dass, als, seit* etc.)<br>   •   Negatives (*nicht, nie, weder…noch*, use of *kein*)<br>   •   Linking words and conjunctions other than *und/aber*<br>   •   Adverbs and adverbial phrases<br>   •   Relative clauses, including use of relative pronouns<br>   •   Object pronouns, direct and indirect<br>   •   Appropriate use of register/ letter etiquette. | |

| Question | | Answer | Marks |
|---|---|---|---|
| **Grade descriptors for Other linguistic features (Question 3)** | | | |
| | 11–12 | • Uses a wide range of structures effectively; produces longer, fluent sentences with ease. <br> • Highly accurate at this level, though not necessarily faultless. <br> • Makes effective use of a wide range of vocabulary fully appropriate to the task. | |
| | 9–10 | • Attempts a range of structures with a good degree of success. <br> • More complex language usually error-free. <br> • Uses a variety of relevant vocabulary at this level. | |
| | 7–8 | • In control of simple structures. Varied success with more complex structures. <br> • Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted. <br> • Has sufficient vocabulary to add some interest to the writing. | |
| | 5–6 | • Attempts more than basic structures. <br> • On balance, the work is more accurate than inaccurate. <br> • Straightforward vocabulary relevant to the task. | |
| | 3–4 | • Reliant on basic structures. <br> • Some examples of correct language. Meaning usually conveyed. <br> • Basic vocabulary. | |
| | 1–2 | • A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. | |
| | 0 | • One or two disjointed words or short phrases may be recognisable. | |

**Total for Communication: 10 marks**
**Total for Verbs: 8 marks**
**Total for Other linguistic features: 12 marks**
**Total for Question 3: 30 marks**

| Question | Answer | Marks |
|---|---|---|
| **Question-specific Guidance for Question 3** | | |
| 3(a) | ***Sie waren letztes Wochenende im Sportzentrum. Sie schreiben eine E-Mail an Ihren Freund/an Ihre Freundin.***<br><br>**3.1: Award a mark out of 10 for Communication – see generic guidance above** | **30** |

| | Tick | Accept | Mark |
|---|---|---|---|
| | ✓✓1 | **Description of what the candidate did in the sports centre last weekend**<br>For 2 Comm ticks insist on past tense.<br>Allow anything sensible, e.g. reference to a specific sport.<br>Allow either *haben* or *sein* as auxiliary with *schwimmen* | 2 |
| | ✓✓2 | **Explanation as to why the candidate likes/doesn't like going to the sports centre**<br>For 2 Comm ticks insist on present tense.<br>Allow anything sensible.<br>Allow *wir* as subject.<br>No need to insist on inclusion of *weil.*<br>Allow opinion in the form of description with adjective (eg *Schwimmen ist normalerweise sehr lustig*) | 2 |
| | ✓✓3 | **Account of what the candidate did at lunchtime**<br>For 2 Comm ticks insist on past tense.<br>Allow anything sensible, eg reference to having eaten lunch/having played outside, etc.<br>(NB: activity does not have to be related to being at sports centre) | 2 |
| | ✓✓4 | **Explanation as to how one should live healthily**<br>For 2 Comm ticks look for present tense, but also allow conditional (eg *man sollte…).*<br>Allow anything sensible (including what we should/ shouldn't do to stay healthy).<br>Allow opinion in the form of description with adjective (eg *Es ist wichtig, gesund zu essen).*<br>Accept references to (candidate) eating any food/doing any activity which could be interpreted as healthy | 2 |
| | ✓✓5 | **Description of what the candidate will do next weekend**<br>Reward for communication the use of the future tense, e.g. *Ich werde nächstes Wochenende in die Stadt gehen.*<br>Allow *Nächstes Wochenende möchte ich* + infinitive (ie do not insist on use of *werden* for future reference).<br>Allow a present tense verb + future time phrase *eg Nächstes Wochenende fahren wir nach London.*<br>Allow other appropriate phrases, such as *Nächstes Wochenende habe ich vor… zu + infinitive/Nächstes Wochenende plane ich…, etc.*<br>Tolerate *gehen* for *fahren* | 2 |

| Question | Answer | Marks |
|---|---|---|
| | **3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above** | |
| | <table><tr><td>**Communication point**</td><td>**For Verbs, accept:**</td></tr><tr><td>1</td><td>For 2 Comm ticks insist on past tense</td></tr><tr><td>2</td><td>For 2 Comm ticks insist on present tense</td></tr><tr><td>3</td><td>For 2 Comm ticks insist on past tense</td></tr><tr><td>4</td><td>For 2 Comm ticks insist on present tense</td></tr><tr><td>5</td><td>For 2 Comm ticks insist on future tense, Allow a present tense verb + future time phrase</td></tr></table> | |
| | **3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above** | |

| Question | Answer | Marks |
|---|---|---|
| 3(b) | ***Sie schreiben einen Artikel für die Schülerzeitung über das Thema** Taschengeld.* <br><br> **<u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u>** | **30** |

| Tick | Accept | Mark |
|---|---|---|
| ✓✓1 | **Description of what the candidate did with his/her pocket money last month** <br> For 2 Comm ticks insist on past tense. <br> Allow anything sensible (*eg Ich habe Schokolade gekauft*). | 2 |
| ✓✓2 | **Explanation as to why the candidate thinks he does/doesn't receive enough pocket money** <br> For 2 Comm ticks insist on present tense. <br> Allow anything sensible. <br> No need to insist on inclusion of *weil.* <br> Allow opinion in the form of description with adjective . | 2 |
| ✓✓3 | **Explanation as to why the candidate thinks it's important to have his/her own money** <br> For 2 Comm ticks insist on present tense. <br> Allow any reason as to why candidate thinks it is/isn't important to have own money <br> Allow reason for opinion with or without use of *weil.* <br> Allow opinion in the form of description with adjective . | 2 |
| ✓✓4 | **Description of what the candidate has already done to earn some money** <br> For 2 Comm ticks insist on past tense. <br> Allow anything sensible. (*eg Letzten Sommer habe ich im Supermarkt gearbeitet*) <br> Allow explanation as to why candidate may not have been able to earn money. | 2 |
| ✓✓5 | **Description of what sort of job the candidate would like to have in the future** <br> Reward for communication *In der Zukunft möchte ich* + infinitive (ie do not insist on use of *werden* for future reference). <br> Reward for communication the use of the future tense, e.g. *Ich werde in einem Krankenhaus arbeiten.* <br> Allow a present tense verb + future time phrase *eg In der Zukunft arbeite ich in einer Schule.* <br> Allow other appropriate phrases, such as *In der Zukunft habe ich vor… zu + infinitive/In der Zukunft plane ich…, etc.* | 2 |

| Question | Answer | Marks |
|---|---|---|
| | **3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above** <br><br> <table><tr><td>**Communication point**</td><td>**For Verbs, accept:**</td></tr><tr><td>1</td><td>For 2 Comm ticks insist on past tense</td></tr><tr><td>2</td><td>For 2 Comm ticks insist on present tense</td></tr><tr><td>3</td><td>For 2 Comm ticks insist on present tense</td></tr><tr><td>4</td><td>For 2 Comm ticks insist on past tense</td></tr><tr><td>5</td><td>For 2 Comm ticks insist on future tense, Allow a present tense verb + future time phrase</td></tr></table> <br> **3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above** | |

| Question | Answer | Marks |
|---|---|---|
| 3(c) | ***Ihre Eltern waren letztes Wochenende weg. Sie haben ein paar Freunde zu einer Party eingeladen, aber leider kamen viel zu viele.*** <br><br> ***Schreiben Sie die Geschichte weiter:*** <br> *Meine Eltern waren letztes Wochenende weg. Ich habe ein paar Freunde zu einer Party eingeladen, aber leider kamen viel zu viele ................* <br><br> <u>**3.1: Award a mark out of 10 for Communication – see generic guidance above**</u> | **30** |

| Tick | Accept | Mark |
|---|---|---|
| ✓✓1 | **Account of candidate's reaction to the many young people arriving** <br> For 2 Comm ticks insist on past tense. <br> Allow anything sensible. <br> Allow reactions in the form of description with adjective, eg *Ich hatte Angst.* | 2 |
| ✓✓2 | **Account of what the young people did at the party** <br> For 2 Comm ticks insist on past tense. <br> Allow anything sensible. <br> Allow *wir* as subject as well as reference to individuals at the party. | 2 |
| ✓✓3 | **Account of what the candidate did to bring the situation under control** <br> For 2 Comm ticks insist on past tense. <br> Allow anything sensible. | 2 |
| ✓✓4 | **Description of the parents' reaction after arriving home** <br> For 2 Comm ticks insist on past tense. <br> Allow anything sensible. <br> Allow opinion in the form of description with adjective (eg *Sie waren sehr böse).* | 2 |
| ✓✓5 | **Description of what the candidate will do <u>at home</u> next weekend** <br> Reward for communication the use of the future tense, e.g. *Ich werde nächstes Wochenende meine Hausaufgaben machen.* <br> Allow *Nächstes Wochenende möchte ich* + infinitive (ie do not insist on use of *werden* for future reference). <br> Allow a present tense verb + future time phrase *eg Nächstes Wochenende sehe ich bei mir fern.* <br> Allow other appropriate phrases, such as *Nächstes Wochenende habe ich vor… zu + infinitive/Nächstes Wochenende plane ich…, etc.* <br> Do not accept reference to what the candidate might do in town, out and about, etc. | 2 |

| Question | Answer | Marks |
|---|---|---|
| | **3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above** | |

| Communication point | For Verbs, accept: |
|---|---|
| 1 | For 2 Comm ticks insist on past tense |
| 2 | For 2 Comm ticks insist on past tense |
| 3 | For 2 Comm ticks insist on past tense |
| 4 | For 2 Comm ticks insist on past tense |
| 5 | For 2 Comm ticks insist on future tense, Allow a present tense verb + future time phrase |

**3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above**

**Appendix I**

**Note on using mark schemes with Grade descriptors**

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a 'best fit' approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

For example, when marking Question 3 you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, use the following guidance:

•    If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
•    If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

**Note on irrelevant material**

In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. This is extremely rare.

A genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader.

See separate document for more detailed guidance on irrelevant material.

**Appendix II: Generic guidance on awarding ticks for Communication**

**Example 1:** *Beschreiben Sie, was Sie mit Ihrer Familie gemacht haben.*

| Candidate's response | Ticks for Communication | Reason for mark |
|---|---|---|
| *Ja ich mit meiner Familie gemacht.* | 0 | Nothing of worth communicated. |
| *Wir bin einen Ausflug in die Berge gemacht.* | 1 | Some meaning conveyed – use of 'bin' makes message ambiguous (Is it *wir* or *ich*?. |
| *Wir haben einen Ausflug in die Berge.* | 0 | Message not communicated. Attempt has been made at appropriate time frame but no attempt at appropriate verb |
| *Wir haben einen Ausflug in die Berge gemachen.* | 1 | Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning) |
| *Wir habe einen Ausflug in die Berge gemacht.* | 1 | Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning) |
| *Wir habe einen Ausflug in die Berge gemachen.* | 1 | Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning) |
| *Wir einen Ausflug in die Berge gemacht.* | 1 | Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning) |
| *Wir einen Ausflug in die Berge gemachen.* | 1 | Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning) |
| *Wir habe ein neues Auto.* | 1 | Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning) |
| *Wir machen einen Ausflug in die Berge.* | 1 | Appropriate choice of verb, verb recognisable in its form but incorrect (in its time frame) (ambiguous but still communicates some meaning) |
| *Ich habe mit meiner Familie einen Ausflug in die Berge gemacht.* | 2 | Message clearly communicated. |
| *Ich habe einen Ausflug in die Berge gemachtt.* | 2 | Minor error is tolerated |

**Example 2:** *Beschreiben Sie einen Tag, an dem Sie viel Sport getrieben haben. Was war besonders schwierig und warum?*

| Candidate's response | Ticks for Communication | Reason for mark |
|---|---|---|
| *Ich viel Sport getrieben haben.* | 0 | nothing of worth communicated. |
| *Das Schwimmen was schwierig.* | 0 | Meaning not conveyed (*was* doesn't communicate message in German) |
| *Das Schwimmen war für mich besonders schwierig.* | 1 | Some meaning is conveyed but the message is incomplete (no reason is given). |
| *Das Schwimmen war für mich besonders schwierig, weil das Wasser so kalt war.* | 2 | Message clearly communicated. |

*3 steps to award Communication marks:*
1) *Check against Communication task (table ) > Has the task been attempted? (no attempt → no Comm. tick)*
2) *Find the best attempt at the task*
3) *In that task, is the message clear (2 ticks) or ambiguous/(unclear) (1 tick) or absent (0 ticks)? (see table above)*

**Additional notes on the award of Communication ticks in Q3 where part of the sentence is incorrect/unclear/ambiguous.**
In order for 2 Communication ticks to be awarded to the message, **the <u>clause</u> containing the message has to be clear/without ambiguity/in the appropriate time frame.**
*Letztes Wochenende im Sportzentrum <u>**haben wir Federball gespielt**</u> und wir haben Sport getriebt.*
*<b>Ich kann</b> die Bergen bestiegen, freschen Luft atmen und <u>**in der Natur wandern.**</u>*
Although part of each sentence above may be ambiguous/unclear /contain inaccuracy, we can award 2 Communication ticks each time because the key message is contained in a clause which is clear, accurate, without ambiguity and in the appropriate time frame.

**Additional Notes on awarding Verb Ticks in Q3**
Please note the following regarding verb ticks for verbs followed by **infinitive, nominalised verb or object** (particularly relevant this year Q3a).
**Ich bin schwimmen gegangen/Schwimmen gegangen (✓)**
*In this example 'Schwimmen gehen' should be treated as one concept. So 'Ich bin schwimmen gegangen/Schwimmen gegangen' is credited with 1 verb tick (just like 'ich bin Fahrrad gefahren'). Accept 'schwimmen gegangen/Schwimmen gegangen' (use of capital letters considered under OLF).*
**Ich mag/liebe (✓) schwimmen gehen/Schwimmen gehen (x)**
*Ich mag/ich liebe are correct and worth 1 verb tick.*
*In this example the verbs mögen and lieben are transitive and should be followed by an object. Hence in this example do not credit verb tick for 'schwimmen gehen/Schwimmen gehen' as in this case it is nominalised and cannot be treated as a verb.*
*NB: The message does, however, perfectly communicate and so should gain 2 Communication ticks. There is no ambiguity.*

**Ich mag/liebe (✓) <u>es</u>, schwimmen <u>zu</u> gehen/Schwimmen <u>zu</u> gehen (✓)**
*Ich mag/ich liebe are correct and worth 1 verb tick.*
*In this example the verbs mögen and lieben are transitive and are followed by the object <u>es.</u> The infinitive which follows requires the use of zu.*
*Accept ‚schwimmen zu gehen/Schwimmen zu gehen' for 1 verb tick (use of capital letters considered under OLF).*

**Ich kann/muss/soll/will (✓) schwimmen gehen/Schwimmen gehen (✓)**
*Modal verbs are correct and worth 1 verb tick.*
*In this example the modal verbs are intransitive and should be followed by an infinitive.*
*In this example ‚schwimmen gehen/Schwimmen gehen' is the infinitive but should be treated as one concept with 1 verb tick (just like ‚Fahrrad fahren'). Accept ‚schwimmen gehen/Schwimmen gehen' (use of capital letters considered under OLF).*