GERMAN	**0525/42**
Paper 4 Writing	**October/November 2019**
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.

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This document consists of **28** printed pages.

1 Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

    the specific content of the mark scheme or the generic level descriptors for the question
    the specific skills defined in the mark scheme or in the generic level descriptors for the question
    the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

    marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
    marks are awarded when candidates clearly demonstrate what they know and can do
    marks are not deducted for errors
    marks are not deducted for omissions
    answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:
Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6:
Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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2   General Marking Principles

2.1 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.

2.2 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.

2.3 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.

2.4 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.

2.5 **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.

3   **Detailed Mark Scheme**

Question	Answer	Marks
Question 1		

Candidates are required to list eight 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)   Once marking proper starts, 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 sind im Urlaub. Was machen Sie? Machen Sie eine Liste von 8 Möglichkeiten **auf Deutsch**. <u>The following are examples. Accept any appropriate holiday activities which the candidate might choose:</u>	**5**

ACCEPT		REFUSE	
Schwimmen		Angeln*: this is the example so cannot be credited*	
Segeln			
Reiten			
Radfahren / Rad / fahre Rad			
Fernsehen / sehe fern		fern	
Lesen			
Federball			
Tennis			
Wandern			

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: **Communication: award a mark out of 10, according to the instructions in 2.1.** **Language: award a mark out of 5, according to the instructions in 2.2.**		
2	*Sie schreiben über Schule und Hausaufgaben.* **2.1: Award a mark out of 10 for Communication** (i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer. (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: <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9. <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on). (iii) Add up the ticks to give a mark out of 10 for Communication. (iv) For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling use 'rules' in Question 1: look alike, sound alike, etc.) (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 Ich <u>habe</u> lange schwarze Haare, blaue Augen und einen kleinen Mund = 1 mark (1 verb = a list of 3) ich <u>habe</u> lange, schwarze Haare (1), ich <u>bin</u> ganz klein (1), und ich <u>bin</u> hübsch (1) = 3 marks (3 verbs). (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). (vii) Do not penalise factual errors. (viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.	**15**

Question	Answer	Marks

2	<table><tr><td>**Tick**</td><td>**Accept**</td></tr><tr><td>✓1</td><td>**Sagen Sie, wann und wo Sie Ihre Hausaufgaben machen.**
	
	As long as either is given, consider the task to be complete.
	
	REWARD:
	    any statements referring to appropriate time or place</td></tr><tr><td>✓2</td><td>**Erklären Sie, was Sie über Hausaufgaben denken.**
	
	ACCEPT: any reason (positive or negative) with or without *weil*
	
	REWARD:
	    any suitable adjective</td></tr><tr><td>✓3</td><td>**Sagen Sie, was Ihr Lieblingsfach ist und warum.**
	
	As long as either is given, consider the task to be complete.
	
	ACCEPT: Any adjective / reason with or without *weil*
	
	REWARD:
	    any detail about favourite subject.</td></tr><tr><td>✓4</td><td>**Beschreiben Sie, was Sie morgen in der Schule machen werden.**
	
	REWARD:
	    any activity which could take place in school and any further details / reasons.</td></tr></table>	

Question	Answer	Marks
	2.2: Award a mark out of 5 for Language	

2.2: Award a mark out of 5 for Language

Award a mark out of five for Language*, according to the Grade descriptors in the table below (see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)).

If answer is completely off topic, e.g. candidate wrote about their holidays, no Language marks can be awarded.

If candidate misunderstood the questions but answered broadly within the topic, e.g. wrote about themselves, their own job, likes, dislikes, do not award for Communication but do award for Language.

Grade descriptors for Language (Question 2)

5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.
4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.
2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	One or two disjointed words or short phrases may be recognisable.

*Consider the whole answer when awarding mark for language   **Total for Communication: 10 marks**
Total for Language: 5 marks
Total for Question 2: 15 marks

Question	Answer	Marks

Question 3

Candidates answer one question from a choice of three. Read the whole answer and award marks as follows:

Communication: award a mark out of 10, according to the instructions in 3.1.
Language: award a mark out of 8 for Verbs, according to the instructions in 3.2.
                       award a mark out of 12 for Other linguistic features, according to the instructions in 3.3.

For question-specific guidance, see later in this mark scheme.

3.1: Award a mark out of 10 for Communication

(i)   There are five relevant communication points per question, each worth a maximum of 2 marks.

(ii)   For each relevant communication point, use the appropriate numbered tick and place up to two of these ticks as close as possible to each relevant communication point (in the body of the answer).

2 ticks	Message clearly communicated.* Minor errors (adjective endings, use of prepositions etc.) are tolerated.
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.**
0 ticks	Nothing of worth communicated.

*in the appropriate time frame
**irrespective of time frame, attempt at an appropriate verb is made, verb may be incorrect but recognisable

(iii) Add up the ticks to give a mark out of 10 for Communication.

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	

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.**

(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).
(ii) Place the tick so that it does not obscure any letters.
(iii) Convert the total number of ticks to a mark out of eight using the Conversion table below.

Conversion table for accurate use of Verbs (Question 3)

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

Question	Answer	Marks

How to award ticks for accurate use of Verbs (Question 3):

    both subject and verb must be correct for the verb to score a tick
- **Subject (= subject noun or pronoun including article or possessive) + any finite verb**
- Disregard adjectives, relative clauses, qualifiers and modifiers when looking at the 'subject'
- Minor spelling errors in the subject will be tolerated
- Capitalisation of nouns will be considered under *Other linguistic features*
- **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).**

    verb must be in the <u>appropriate tense</u> to score a tick (see session-specific tables on tenses)

Note: exclude letter etiquette from verb ticks *(Hallo, Wie geht es dir?)* consider under OLF.

Do not award a verb tick where an accurate verb form is used in a sentence that conveys no meaning.

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

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

Question	Answer	Marks

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

Question	Answer	Marks

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 (✓)		

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

Question	Answer	Marks

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
	
	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.)
	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).
	
	3.3: Award a mark out of 12 for Other linguistic features
	
	(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)).
	
	(ii) You can use the highlighter marking tool to highlight the first new use of any correct usage. Use the highlighter marking tool to underline a creditable attempt at a structure. This annotation is intended to help you arrive at an appropriate mark.
	
	(iii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:
	
	        Use of capital/lower-case letters in nouns and pronouns
	        Use of nouns (case agreement and use of determiners)
	        Use of prepositions, followed by case agreement
	        Adjectives (including comparatives and superlatives), possessives and demonstratives
	        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)
	        Subordinate clauses (use of *wenn, weil, dass, als, seit,* etc.)
	        Negatives (*nicht, nie, weder…noch*, use of *kein*)
	        Linking words and conjunctions other than *und/aber*
	        Adverbs and adverbial phrases
	        Relative clauses, including use of relative pronouns
	        Object pronouns, direct and indirect
	        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. Highly accurate at this level, though not necessarily faultless. 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. More complex language usually error-free. Uses a variety of relevant vocabulary at this level.	
7–8	In control of simple structures. Varied success with more complex structures. Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted. Has sufficient vocabulary to add some interest to the writing.	
5–6	Attempts more than basic structures. On balance, the work is more accurate than inaccurate. Straightforward vocabulary relevant to the task.	
3–4	Reliant on basic structures. Some examples of correct language. Meaning usually conveyed. 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 haben neulich ein Picknick mit Ihren Freunden gemacht. Sie schreiben eine E-Mail an Ihren Brieffreund / Ihre Brieffreundin.* **3.1: Award a mark out of 10 for Communication – see generic guidance above**	**30**

Tick	Accept	Mark
✓✓1	**Sagen Sie, wo und mit wem Sie Ihr Picknick gemacht haben.** Consider task complete as long as either detail is given. For two Communication ticks, insist on past tense. Allow any detail referring to where/with whom the picnic happened.	2
✓✓2	**Beschreiben Sie, was Sie gegessen und getrunken haben.** Consider task complete as long as either detail is given For two Communication ticks, insist on past tense. Allow any detail referring to food and/or drink consumed at the picnic.	2
✓✓3	**Erklären Sie, ob Sie Picknicks mögen und warum.** Consider task complete as long as either detail is given. For two Communication ticks, insist on present tense. Allow anything sensible. Allow use of adjectives to give reasons (no need to insist on inclusion of *weil*)	2
✓✓4	**Erklären Sie, warum es wichtig / nicht wichtig ist, an der frischen Luft zu sein.** For two Communication ticks, a reason must be given. For two Communication ticks, insist on present tense. Allow anything sensible. Allow use of adjectives to give reasons (no need to insist on inclusion of *weil*)	2

Question	Answer		Marks
3(a)	✓✓5	**Sagen Sie, wann Sie zum nächsten Mal ein Picknick machen werden.** Reward any detail referring to when a future picnic will take place. For two Communication ticks, insist on future tense. Reward for communication the use of the future tense, e.g. *Wir werden im Sommer …+infinitive* Allow *Im Sommer sollen* + infinitive (i.e. do not insist on use of *werden* for future reference). Allow a present tense verb + future time phrase, *e.g. Im Sommer macht man…* Allow other appropriate phrases, such as *Im Sommer haben wir vor… zu + infinitive/planen wir…, etc.*	2	

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

Communication point	For Verbs, accept:
1	For two Communication ticks insist on past tense
2	For two Communication ticks insist on past tense
3	For two Communication ticks insist on present tense
4	For two Communication ticks insist on present tense
5	For two Communication 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

Question	Answer	Marks
3(b)	*Letzte Woche gab es einen Feiertag, und Sie hatten schulfrei. Sie schreiben einen Artikel für die Schülerzeitung.* **3.1: Award a mark out of 10 for Communication – see generic guidance above**	30

Tick	Accept	Mark
✓✓1	**Erzählen Sie, wie Sie und Ihre Familie an diesem Tag gefeiert haben**. For two Communication ticks, insist on past tense. Allow any detail about how you and your family celebrated.	2
✓✓2	**Erklären Sie, was Ihre Schulfreunde an diesem Tag gemacht haben.** For two Communication ticks, insist on past tense. Allow description/detail about what your school-friend(s) did.	2
✓✓3	**Erklären Sie, welche Feiertage Sie wichtig finden und warum.** Consider task complete as long as either detail is given. For two Communication ticks, insist on present tense. Accept any reason given, with or without the use of *weil*.	2
✓✓4	**Denken Sie, dass es zu viele schulfreie Tage gibt? Warum / warum nicht?** For two Communication ticks, insist on a reason with or without the use of *weil*. For two Communication ticks, insist on present tense.	2
✓✓5	**Sagen Sie, was Sie am nächsten Feiertag machen werden.** Accept any detail about plans for a future celebration. Accept a broad definition of *Feiertag.* For two Communication ticks, insist on future tense. Reward for communication *e.g. Zu Weihnachten möchte ich* + infinitive (i.e. do not insist on use of *werden* for future reference).Reward for communication the use of the future tense, e.g. *Zu Weihnachten wird +infinitive* Allow a present tense verb + future time phrase *e.g. Zu Weihnachten fahren wir….* Allow other appropriate phrases, such as *Zu Weihnachten haben wir vor… zu + infinitive/Zu Weihnachten planen wir…, etc.*	2

Question	Answer	Marks
3(b)	**3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above**	

Communication point	For Verbs, accept:
1	For two Communication ticks insist on past tense
2	For two Communication ticks insist on past tense
3	For two Communication ticks insist on present tense
4	For two Communication ticks insist on present tense
5	For two Communication 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

Question	Answer	Marks
3(c)	***Letzten Samstag waren Sie in der Stadt. Plötzlich begann es, sehr stark zu regnen.*** ***Schreiben Sie die Geschichte weiter:*** *Letzten Samstag war ich in der Stadt. Plötzlich begann es sehr stark zu regnen. ...* **3.1: Award a mark out of 10 for Communication – see generic guidance above**	**30**

Tick	Accept	Mark
✓✓1	**Beschreiben Sie, wie Sie reagiert haben, als es stark zu regnen begann.** For two Communication ticks, insist on past tense. Accept any reaction with or without *weil*.	2
✓✓2	**Erzählen Sie, was Sie sofort machen mussten, weil das Wetter so schlecht war.** For two Communication ticks, insist on past tense. Accept any detail within a suitable time-frame.	2
✓✓3	**Sagen Sie, wie Sie Ihre Pläne an diesem Tag geändert haben**. For two Communication ticks insist on past tense. Allow sensible account of how plans changed. Accept the use of *fahren* or *gehen* with cars/buses/trains.	2
✓✓4	**Erklären Sie, wie Ihre Eltern reagiert haben, als Sie ihnen erzählt haben, was passiert ist.** For two Communication ticks, insist on past tense. Accept any reaction.	2
✓✓5	**Sagen Sie, was Sie das nächste Mal in der Stadt machen werden.** For two Communication ticks, insist on future time-frame. Accept any detail about a future visit to town. Reward for communication the use of the future tense, e.g. *Ich werde Samstag +infinitive.* Allow *Samstag möchte ich* + infinitive (i.e. do not insist on use of *werden* for future reference). Allow a present tense verb + future time phrase *e.g. Samstag +present tense verb* Allow other appropriate phrases, such as *Samstag habe ich vor… zu + infinitive/ Samstag plane ich…, etc.*	2

Question	Answer	Marks
3(c)	**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 two Communication ticks insist on past tense</td></tr><tr><td>2</td><td>For two Communication ticks insist on past tense</td></tr><tr><td>3</td><td>For two Communication ticks insist on past tense</td></tr><tr><td>4</td><td>For two Communication ticks insist on past tense</td></tr><tr><td>5</td><td>For two Communication 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**	

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 Question 3

In the case of an answer which is completely irrelevant to the chosen question (3(a) or 3(b) or 3(c)), a mark of 0 is given for Communication and for Language.

In cases where the chosen question was clearly attempted but communication of the set tasks was not achieved (e.g. due to inadequate language control), a score of 0 is given for Communication. Language marks (for Verbs and Other Linguistic Features) are based on any phrases that do communicate meaning.

Irrelevant material that has been included in an otherwise relevant answer does not score for Communication or for Verbs. Communication marks and Verb marks are awarded for the relevant parts of the answer only. The mark for Other Linguistic Features is based on the whole answer.

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.

Candidate's response	Ticks for Communication	Reason for mark
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 me0ssage clear (2 ticks) or ambiguous/(unclear) (1 tick) or absent (0 ticks)? (see table above)*