



**Cambridge Assessment International Education**  
Cambridge International General Certificate of Secondary Education (9–1)

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**GERMAN**

**7159/42**

Paper 4 Writing

**October/November 2019**

MARK SCHEME

Maximum Mark: 50

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**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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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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.

**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
<b>Question 1</b>	<p>Candidates are required to list eight items in German. Read all of the items that the candidate has listed and award marks as follows:</p> <p>(i) <b>Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5.</b> Stop ticking once 5 items have been rewarded.</p> <p>(ii) On <b>Question 1</b>, award marks for items wherever the candidate has written them.</p> <p>(iii) If the candidate offers more than one word per line, award a mark for each acceptable item.</p> <p>(iv) The pictures provided on the question paper are only suggestions.</p> <p>(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.</p> <p>(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.</p> <ul style="list-style-type: none"> <li>• 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?</li> <li>• Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.</li> <li>• 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).</li> <li>• Where letters are transposed, the word is likely to communicate (unless another word has been created).</li> </ul> <p>(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.</p> <p>(viii) Refuse all nouns which are repeated and which do not have a separate meaning:</p> <ul style="list-style-type: none"> <li>• <i>Hose, kurze Hose</i>: award one mark to each item</li> <li>• <i>Kleine Hose, blaue Hose</i>: award one mark for the first <i>Hose</i></li> </ul> <p>(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa</p>	

Question	Answer	Marks																																																				
1	<p>Sie sind im Urlaub. Was machen Sie? Machen Sie eine Liste von 8 Möglichkeiten <b>auf Deutsch</b>.  <u>The following are examples. Accept any appropriate holiday activities which the candidate might choose:</u></p> <table border="1" data-bbox="236 212 1066 873"> <thead> <tr> <th data-bbox="236 212 443 250">ACCEPT</th> <th data-bbox="443 212 651 250"></th> <th data-bbox="651 212 858 250">REFUSE</th> <th data-bbox="858 212 1066 250"></th> </tr> </thead> <tbody> <tr> <td data-bbox="236 250 443 344">Schwimmen</td> <td data-bbox="443 250 651 344"></td> <td data-bbox="651 250 858 344">Angeln: <i>this is the example so cannot be credited</i></td> <td data-bbox="858 250 1066 344"></td> </tr> <tr> <td data-bbox="236 344 443 383">Segeln</td> <td data-bbox="443 344 651 383"></td> <td data-bbox="651 344 858 383"></td> <td data-bbox="858 344 1066 383"></td> </tr> <tr> <td data-bbox="236 383 443 421">Reiten</td> <td data-bbox="443 383 651 421"></td> <td data-bbox="651 383 858 421"></td> <td data-bbox="858 383 1066 421"></td> </tr> <tr> <td data-bbox="236 421 443 492">Radfahren / Rad / fahre Rad</td> <td data-bbox="443 421 651 492"></td> <td data-bbox="651 421 858 492"></td> <td data-bbox="858 421 1066 492"></td> </tr> <tr> <td data-bbox="236 492 443 564">Fernsehen / sehe fern</td> <td data-bbox="443 492 651 564"></td> <td data-bbox="651 492 858 564">fern</td> <td data-bbox="858 492 1066 564"></td> </tr> <tr> <td data-bbox="236 564 443 602">Lesen</td> <td data-bbox="443 564 651 602"></td> <td data-bbox="651 564 858 602"></td> <td data-bbox="858 564 1066 602"></td> </tr> <tr> <td data-bbox="236 602 443 640">Federball</td> <td data-bbox="443 602 651 640"></td> <td data-bbox="651 602 858 640"></td> <td data-bbox="858 602 1066 640"></td> </tr> <tr> <td data-bbox="236 640 443 678">Tennis</td> <td data-bbox="443 640 651 678"></td> <td data-bbox="651 640 858 678"></td> <td data-bbox="858 640 1066 678"></td> </tr> <tr> <td data-bbox="236 678 443 716">Wandern</td> <td data-bbox="443 678 651 716"></td> <td data-bbox="651 678 858 716"></td> <td data-bbox="858 678 1066 716"></td> </tr> <tr> <td data-bbox="236 716 443 754"></td> <td data-bbox="443 716 651 754"></td> <td data-bbox="651 716 858 754"></td> <td data-bbox="858 716 1066 754"></td> </tr> <tr> <td data-bbox="236 754 443 792"></td> <td data-bbox="443 754 651 792"></td> <td data-bbox="651 754 858 792"></td> <td data-bbox="858 754 1066 792"></td> </tr> <tr> <td data-bbox="236 792 443 831"></td> <td data-bbox="443 792 651 831"></td> <td data-bbox="651 792 858 831"></td> <td data-bbox="858 792 1066 831"></td> </tr> </tbody> </table> <p data-bbox="236 891 512 920"><b>Total for Question 1: 5 marks</b></p>	ACCEPT		REFUSE		Schwimmen		Angeln: <i>this is the example so cannot be credited</i>		Segeln				Reiten				Radfahren / Rad / fahre Rad				Fernsehen / sehe fern		fern		Lesen				Federball				Tennis				Wandern																5
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<p><b>Question 2</b></p> <p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> <li>• <b>Communication: award a mark out of 10, according to the instructions in 2.1.</b></li> <li>• <b>Language: award a mark out of 5, according to the instructions in 2.2.</b></li> </ul>		
2	<p><b><i>Sie schreiben über Schule und Hausaufgaben.</i></b></p> <p><b><u>2.1: Award a mark out of 10 for Communication</u></b></p> <p>(i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer.</p> <p>(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:</p> <ul style="list-style-type: none"> <li>• <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9.</li> <li>• <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on).</li> </ul> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling use 'rules' in Question 1: look alike, sound alike, etc.)</p> <p>(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</p> <ul style="list-style-type: none"> <li>• Ich <u>habe</u> lange schwarze Haare, blaue Augen und einen kleinen Mund = 1 mark (1 verb = a list of 3)</li> <li>• 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).</li> </ul> <p>(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).</p> <p>(vii) Do not penalise factual errors.</p> <p>(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.</p>	15



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

Question	Answer	Marks												
	<p><b>2.2: Award a mark out of 5 for Language</b></p> <p>Award a mark out of five for Language*, according to the Grade descriptors in the table below (see <i>Note on using mark schemes with Grade descriptors</i> (last page of mark scheme)).</p> <p>If answer is completely off topic, e.g. candidate wrote about their holidays, no Language marks can be awarded.</p> <p>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.</p> <p><b>Grade descriptors for Language (Question 2)</b></p> <table border="1" data-bbox="236 394 1225 837"> <tbody> <tr> <td data-bbox="236 394 293 506">5</td> <td data-bbox="293 394 1225 506">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.</td> </tr> <tr> <td data-bbox="236 506 293 595">4</td> <td data-bbox="293 506 1225 595">Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td data-bbox="236 595 293 685">3</td> <td data-bbox="293 595 1225 685">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.</td> </tr> <tr> <td data-bbox="236 685 293 752">2</td> <td data-bbox="293 685 1225 752">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="236 752 293 797">1</td> <td data-bbox="293 752 1225 797">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="236 797 293 837">0</td> <td data-bbox="293 797 1225 837">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> <p data-bbox="236 860 791 887">*Consider the whole answer when awarding mark for language</p> <p data-bbox="970 860 1310 931" style="text-align: right;"><b>Total for Communication: 10 marks</b> <b>Total for Language: 5 marks</b> <b>Total for Question 2: 15 marks</b></p>	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.	
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Question	Answer	Marks						
<p><b>Question 3</b></p> <p>Candidates answer one question from a choice of three. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> <li>• <b>Communication:</b> award a mark out of 10, according to the instructions in 3.1.</li> <li>• <b>Language:</b> 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.</li> </ul> <p>For question-specific guidance, see later in this mark scheme.</p> <p><b>3.1: Award a mark out of 10 for Communication</b></p> <p>(i) There are five relevant communication points per question, each worth a maximum of 2 marks.</p> <p>(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).</p> <table border="1" data-bbox="121 533 1342 667"> <tbody> <tr> <td data-bbox="121 533 225 577"><b>2 ticks</b></td> <td data-bbox="225 533 1342 577">Message clearly communicated.* Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="121 577 225 622"><b>1 tick</b></td> <td data-bbox="225 577 1342 622">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.**</td> </tr> <tr> <td data-bbox="121 622 225 667"><b>0 ticks</b></td> <td data-bbox="225 622 1342 667">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>*in the appropriate time frame **irrespective of time frame, attempt at an appropriate verb is made, verb may be incorrect but recognisable</p> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p><b>Please refer to Appendix II for generic guidance on awarding ticks for Communication.</b></p>			<b>2 ticks</b>	Message clearly communicated.* Minor errors (adjective endings, use of prepositions etc.) are tolerated.	<b>1 tick</b>	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.**	<b>0 ticks</b>	Nothing of worth communicated.
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<b>0 ticks</b>	Nothing of worth communicated.							

Question	Answer	Marks																				
<b>3.2: Award a mark out of 8 for accurate use of Verbs</b>																						
When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. <b>For question-specific guidance, see later in this mark scheme.</b>																						
(i) Place a tick above the <b>first</b> 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.																						
<b>Conversion table for accurate use of Verbs (Question 3)</b>																						
<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="536 383 791 427">Number of ticks</th> <th data-bbox="791 383 979 427">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="536 427 791 472" style="text-align: center;">18+</td> <td data-bbox="791 427 979 472" style="text-align: center;">8</td> </tr> <tr> <td data-bbox="536 472 791 517" style="text-align: center;">16,17</td> <td data-bbox="791 472 979 517" style="text-align: center;">7</td> </tr> <tr> <td data-bbox="536 517 791 562" style="text-align: center;">14,15</td> <td data-bbox="791 517 979 562" style="text-align: center;">6</td> </tr> <tr> <td data-bbox="536 562 791 607" style="text-align: center;">12,13</td> <td data-bbox="791 562 979 607" style="text-align: center;">5</td> </tr> <tr> <td data-bbox="536 607 791 651" style="text-align: center;">10,11</td> <td data-bbox="791 607 979 651" style="text-align: center;">4</td> </tr> <tr> <td data-bbox="536 651 791 696" style="text-align: center;">8,9</td> <td data-bbox="791 651 979 696" style="text-align: center;">3</td> </tr> <tr> <td data-bbox="536 696 791 741" style="text-align: center;">6,7</td> <td data-bbox="791 696 979 741" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="536 741 791 786" style="text-align: center;">4,5</td> <td data-bbox="791 741 979 786" style="text-align: center;">1</td> </tr> <tr> <td data-bbox="536 786 791 824" style="text-align: center;">0,1,2,3</td> <td data-bbox="791 786 979 824" style="text-align: center;">0</td> </tr> </tbody> </table>			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
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8,9	3																					
6,7	2																					
4,5	1																					
0,1,2,3	0																					

Question	Answer	Marks
<b>How to award ticks for accurate use of Verbs (Question 3):</b>		
<ul style="list-style-type: none"> <li>• <b>both subject and verb must be correct for the verb to score a tick</b> <ul style="list-style-type: none"> <li>– <b>Subject (= subject noun or pronoun including article or possessive) + any finite verb</b></li> <li>– Disregard adjectives, relative clauses, qualifiers and modifiers when looking at the 'subject'</li> <li>– Minor spelling errors in the subject will be tolerated</li> <li>– Capitalisation of nouns will be considered under <i>Other linguistic features</i></li> <li>– <b>Ignore inaccuracies in the use of umlauts except where lack/addition of umlaut creates another word, e.g. Accept: <i>wir müssen</i> (could not mean anything else), but do not accept <i>ich mochte</i> where <i>ich möchte</i> is required (word means something different).</b></li> </ul> </li> <li>• <b>verb must be in the appropriate tense to score a tick (see session-specific tables on tenses)</b></li> </ul>		
<b>Note:</b> exclude letter etiquette from verb ticks ( <i>Hallo, Wie geht es dir?</i> ) consider under OLF.		
Do not award a verb tick where an accurate verb form is used in a sentence that conveys no meaning.		
<b>Subject with verb</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Ich bin (✓)		
Ich spiele (✓)	Ich spielt ( <i>no tick</i> )	verb form must be correctly spelt
Der Mann kommt (✓)	Den Mann kommt ( <i>no tick</i> )	subject must be correct
Ich bin gegangen (✓)	Ich habe gegangen ( <i>no tick</i> )	insist on correct auxiliary
<b>With reflexive verbs</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Ich wasche mich (✓)	Ich wasche sich ( <i>no tick</i> )	insist on correct reflexive pronoun
	Ich wasche mich das Auto ( <i>no tick</i> )	'waschen' should not be used reflexively in this statement

Question	Answer	Marks
<b>With separable verbs</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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
<b>Word order</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Ich bin <u>geflogen</u> gestern. (✓)		Tolerate incorrect word order for compound tenses as long as communication is not impeded, (consider under <i>Other linguistic features</i> )
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
<b>Compound tenses</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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 <i>Other linguistic features</i> )
<b>Single auxiliary with multiple past participles</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Wir haben gesungen und getanzt (✓) (✓)		Wir haben gesungen = tick 1; Wir haben getanzt = tick 2

Question	Answer	Marks
<b>Verbs with negative</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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 (✓)		
<b>Correct verb within meaningless statement</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Der Tag war lang (✓)	Der Tag war klug ( <i>no tick</i> )	do not reward a correct verb in a meaningless statement



Question	Answer	Marks
<b>Infinitive/Modal constructions</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Ich kann (✓) gut spielen (✓)		
Ich kannst ( <i>no tick</i> ) gut spielen (✓)		incorrect verb form but correct infinitive
Ich kann (✓) spielen (✓) gut		Tolerate infinitive in incorrect position, Consider word order in <i>Other linguistic features</i>
Ich will (✓) spiele ( <i>no tick</i> )		incorrect spelling of infinitive
Er hat versucht (✓) fit zu bleiben (✓)		
Er hat versucht (✓) fit bleiben ( <i>no tick</i> )		zu is omitted, hence infinitive cannot be credited
Ich möchte (✓) zu studieren ( <i>no tick</i> )		zu is incorrectly added, hence infinitive cannot be credited
<p><b>Reward only the first occurrence of a verb, e.g.</b></p> <ul style="list-style-type: none"> <li>• Ich mag (✓) Schwimmen. Ich mag (<i>no tick</i>) auch Tennis.</li> <li>• Ich mag (✓) Schwimmen. Ich mag (<i>no tick</i>) Tennis nicht.</li> <li>• Hier gibt es (✓) Berge und Flüsse. Es gibt auch (<i>no tick</i>) ...</li> </ul> <p><b>However,</b></p> <ul style="list-style-type: none"> <li>• Ich mag (✓) Schwimmen und mein Bruder mag (✓) Tennis – 2 different persons of the verb</li> <li>• Mein Bruder mag Schwimmen (✓) und meine Schwester mag (<i>no tick</i>) Tennis – both third person usage</li> <li>• Sie ist (✓) unglücklich, es ist (<i>no tick</i>) nicht gut – both third person usage</li> </ul>		

Question	Answer	Marks
	<p><b>Register</b></p> <p>Reward Language if incorrect register (<i>du</i>) is used as long as this is consistently done. (But note that incorrect register will be penalised under Other Linguistic Features.)</p> <p>If candidates' register is inconsistent within the context, i.e. if they write an inappropriate mixture of <i>du</i> and <i>Sie</i> within the same context, go with the most frequently used and only tick those for Language (if otherwise correct).</p> <p><b>3.3: Award a mark out of 12 for Other linguistic features</b></p> <p>(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)).</p> <p>(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.</p> <p>(iii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:</p> <ul style="list-style-type: none"> <li>• Use of capital/lower-case letters in nouns and pronouns</li> <li>• Use of nouns (case agreement and use of determiners)</li> <li>• Use of prepositions, followed by case agreement</li> <li>• Adjectives (including comparatives and superlatives), possessives and demonstratives</li> <li>• Word order (inversion, verb position in relative/subordinate clauses, verb position in relative/subordinate clauses, word order with direct/indirect objects, word order with separable and reflexive verbs and time/manner/place)</li> <li>• Subordinate clauses (use of <i>wenn, weil, dass, als, seit</i>, etc.)</li> <li>• Negatives (<i>nicht, nie, weder...noch</i>, use of <i>kein</i>)</li> <li>• Linking words and conjunctions other than <i>und/aber</i></li> <li>• Adverbs and adverbial phrases</li> <li>• Relative clauses, including use of relative pronouns</li> <li>• Object pronouns, direct and indirect</li> <li>• Appropriate use of register/letter etiquette.</li> </ul>	

Question	Answer	Marks
<b>Grade descriptors for Other linguistic features (Question 3)</b>		
11–12	<ul style="list-style-type: none"> <li>• Uses a wide range of structures effectively; produces longer, fluent sentences with ease.</li> <li>• Highly accurate at this level, though not necessarily faultless.</li> <li>• Makes effective use of a wide range of vocabulary fully appropriate to the task.</li> </ul>	
9–10	<ul style="list-style-type: none"> <li>• Attempts a range of structures with a good degree of success.</li> <li>• More complex language usually error-free.</li> <li>• Uses a variety of relevant vocabulary at this level.</li> </ul>	
7–8	<ul style="list-style-type: none"> <li>• In control of simple structures. Varied success with more complex structures.</li> <li>• Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted.</li> <li>• Has sufficient vocabulary to add some interest to the writing.</li> </ul>	
5–6	<ul style="list-style-type: none"> <li>• Attempts more than basic structures.</li> <li>• On balance, the work is more accurate than inaccurate.</li> <li>• Straightforward vocabulary relevant to the task.</li> </ul>	
3–4	<ul style="list-style-type: none"> <li>• Reliant on basic structures.</li> <li>• Some examples of correct language. Meaning usually conveyed.</li> <li>• Basic vocabulary.</li> </ul>	
1–2	<ul style="list-style-type: none"> <li>• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</li> </ul>	
0	<ul style="list-style-type: none"> <li>• One or two disjointed words or short phrases may be recognisable.</li> </ul>	
<p><b>Total for Communication: 10 marks</b>  <b>Total for Verbs: 8 marks</b>  <b>Total for Other linguistic features: 12 marks</b>  <b>Total for Question 3: 30 marks</b></p>		

Question	Answer	Marks															
<b>Question specific Guidance for Question 3</b>																	
3(a)	<p><b>Sie haben neulich ein Picknick mit Ihren Freunden gemacht. Sie schreiben eine E-Mail an Ihren Brieffreund / Ihre Brieffreundin.</b>  <b>3.1: Award a mark out of 10 for Communication – see generic guidance above</b></p> <table border="1" data-bbox="236 277 1300 808"> <thead> <tr> <th data-bbox="236 277 325 315">Tick</th> <th data-bbox="325 277 1211 315">Accept</th> <th data-bbox="1211 277 1300 315">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="236 315 325 432">✓✓1</td> <td data-bbox="325 315 1211 432"> <b>Sagen Sie, wo und mit wem Sie Ihr Picknick gemacht haben.</b>            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.         </td> <td data-bbox="1211 315 1300 432" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="236 432 325 548">✓✓2</td> <td data-bbox="325 432 1211 548"> <b>Beschreiben Sie, was Sie gegessen und getrunken haben.</b>            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.         </td> <td data-bbox="1211 432 1300 548" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="236 548 325 678">✓✓3</td> <td data-bbox="325 548 1211 678"> <b>Erklären Sie, ob Sie Picknicks mögen und warum.</b>            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 <i>weil</i>)         </td> <td data-bbox="1211 548 1300 678" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="236 678 325 808">✓✓4</td> <td data-bbox="325 678 1211 808"> <b>Erklären Sie, warum es wichtig / nicht wichtig ist, an der frischen Luft zu sein.</b>            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 <i>weil</i>)         </td> <td data-bbox="1211 678 1300 808" style="text-align: center;">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓✓1	<b>Sagen Sie, wo und mit wem Sie Ihr Picknick gemacht haben.</b> 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	<b>Beschreiben Sie, was Sie gegessen und getrunken haben.</b> 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	<b>Erklären Sie, ob Sie Picknicks mögen und warum.</b> 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 <i>weil</i> )	2	✓✓4	<b>Erklären Sie, warum es wichtig / nicht wichtig ist, an der frischen Luft zu sein.</b> 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 <i>weil</i> )	2	<b>30</b>
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Question	Answer		Marks												
3(a)	✓✓5	<p><b>Sagen Sie, wann Sie zum nächsten Mal ein Picknick machen werden.</b>            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. <i>Wir werden im Sommer ...+infinitive</i>            Allow <i>Im Sommer sollen</i> + infinitive (i.e. do not insist on use of <i>werden</i> for future reference).            Allow a present tense verb + future time phrase, e.g. <i>Im Sommer macht man...</i>            Allow other appropriate phrases, such as <i>Im Sommer haben wir vor... zu + infinitive/planen wir...</i>, etc.</p>	2												
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Question	Answer	Marks																		
3(b)	<p><b>Letzte Woche gab es einen Feiertag, und Sie hatten schulfrei. Sie schreiben einen Artikel für die Schülerzeitung.</b>  <b>3.1: Award a mark out of 10 for Communication – see generic guidance above</b></p> <table border="1" data-bbox="236 210 1262 887"> <thead> <tr> <th data-bbox="236 210 304 248">Tick</th> <th data-bbox="304 210 1187 248">Accept</th> <th data-bbox="1187 210 1262 248">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="236 248 304 342">✓✓1</td> <td data-bbox="304 248 1187 342"> <b>Erzählen Sie, wie Sie und Ihre Familie an diesem Tag gefeiert haben.</b>            For two Communication ticks, insist on past tense.            Allow any detail about how you and your family celebrated.         </td> <td data-bbox="1187 248 1262 342">2</td> </tr> <tr> <td data-bbox="236 342 304 436">✓✓2</td> <td data-bbox="304 342 1187 436"> <b>Erklären Sie, was Ihre Schulfreunde an diesem Tag gemacht haben.</b>            For two Communication ticks, insist on past tense.            Allow description/detail about what your school-friend(s) did.         </td> <td data-bbox="1187 342 1262 436">2</td> </tr> <tr> <td data-bbox="236 436 304 544">✓✓3</td> <td data-bbox="304 436 1187 544"> <b>Erklären Sie, welche Feiertage Sie wichtig finden und warum.</b>            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 <i>weil</i>.         </td> <td data-bbox="1187 436 1262 544">2</td> </tr> <tr> <td data-bbox="236 544 304 638">✓✓4</td> <td data-bbox="304 544 1187 638"> <b>Denken Sie, dass es zu viele schulfreie Tage gibt? Warum / warum nicht?</b>            For two Communication ticks, insist on a reason with or without the use of <i>weil</i>.            For two Communication ticks, insist on present tense.         </td> <td data-bbox="1187 544 1262 638">2</td> </tr> <tr> <td data-bbox="236 638 304 887">✓✓5</td> <td data-bbox="304 638 1187 887"> <b>Sagen Sie, was Sie am nächsten Feiertag machen werden.</b>            Accept any detail about plans for a future celebration.            Accept a broad definition of <i>Feiertag</i>.            For two Communication ticks, insist on future tense.            Reward for communication e.g. <i>Zu Weihnachten möchte ich + infinitive</i> (i.e. do not insist on use of <i>werden</i> for future reference). Reward for communication the use of the future tense, e.g. <i>Zu Weihnachten wird + infinitive</i> Allow a present tense verb + future time phrase e.g. <i>Zu Weihnachten fahren wir...</i>            Allow other appropriate phrases, such as <i>Zu Weihnachten haben wir vor... zu + infinitive/Zu Weihnachten planen wir..., etc.</i> </td> <td data-bbox="1187 638 1262 887">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓✓1	<b>Erzählen Sie, wie Sie und Ihre Familie an diesem Tag gefeiert haben.</b> For two Communication ticks, insist on past tense. Allow any detail about how you and your family celebrated.	2	✓✓2	<b>Erklären Sie, was Ihre Schulfreunde an diesem Tag gemacht haben.</b> For two Communication ticks, insist on past tense. Allow description/detail about what your school-friend(s) did.	2	✓✓3	<b>Erklären Sie, welche Feiertage Sie wichtig finden und warum.</b> 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 <i>weil</i> .	2	✓✓4	<b>Denken Sie, dass es zu viele schulfreie Tage gibt? Warum / warum nicht?</b> For two Communication ticks, insist on a reason with or without the use of <i>weil</i> . For two Communication ticks, insist on present tense.	2	✓✓5	<b>Sagen Sie, was Sie am nächsten Feiertag machen werden.</b> Accept any detail about plans for a future celebration. Accept a broad definition of <i>Feiertag</i> . For two Communication ticks, insist on future tense. Reward for communication e.g. <i>Zu Weihnachten möchte ich + infinitive</i> (i.e. do not insist on use of <i>werden</i> for future reference). Reward for communication the use of the future tense, e.g. <i>Zu Weihnachten wird + infinitive</i> Allow a present tense verb + future time phrase e.g. <i>Zu Weihnachten fahren wir...</i> Allow other appropriate phrases, such as <i>Zu Weihnachten haben wir vor... zu + infinitive/Zu Weihnachten planen wir..., etc.</i>	2	30
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3(c)	<p><b>Letzten Samstag waren Sie in der Stadt. Plötzlich begann es, sehr stark zu regnen. Schreiben Sie die Geschichte weiter:</b>  <i>Letzten Samstag war ich in der Stadt. Plötzlich begann es sehr stark zu regnen. ...</i>  <b>3.1: Award a mark out of 10 for Communication – see generic guidance above</b></p> <table border="1" data-bbox="260 255 1284 882"> <thead> <tr> <th data-bbox="260 255 327 300">Tick</th> <th data-bbox="327 255 1206 300">Accept</th> <th data-bbox="1206 255 1284 300">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="260 300 327 389">✓✓1</td> <td data-bbox="327 300 1206 389"> <b>Beschreiben Sie, wie Sie reagiert haben, als es stark zu regnen begann.</b>            For two Communication ticks, insist on past tense.            Accept any reaction with or without <i>weil</i>.         </td> <td data-bbox="1206 300 1284 389">2</td> </tr> <tr> <td data-bbox="260 389 327 479">✓✓2</td> <td data-bbox="327 389 1206 479"> <b>Erzählen Sie, was Sie sofort machen mussten, weil das Wetter so schlecht war.</b>            For two Communication ticks, insist on past tense.            Accept any detail within a suitable time-frame.         </td> <td data-bbox="1206 389 1284 479">2</td> </tr> <tr> <td data-bbox="260 479 327 591">✓✓3</td> <td data-bbox="327 479 1206 591"> <b>Sagen Sie, wie Sie Ihre Pläne an diesem Tag geändert haben.</b>            For two Communication ticks insist on past tense.            Allow sensible account of how plans changed.            Accept the use of <i>fahren</i> or <i>gehen</i> with cars/buses/trains.         </td> <td data-bbox="1206 479 1284 591">2</td> </tr> <tr> <td data-bbox="260 591 327 680">✓✓4</td> <td data-bbox="327 591 1206 680"> <b>Erklären Sie, wie Ihre Eltern reagiert haben, als Sie ihnen erzählt haben, was passiert ist.</b>            For two Communication ticks, insist on past tense.            Accept any reaction.         </td> <td data-bbox="1206 591 1284 680">2</td> </tr> <tr> <td data-bbox="260 680 327 882">✓✓5</td> <td data-bbox="327 680 1206 882"> <b>Sagen Sie, was Sie das nächste Mal in der Stadt machen werden.</b>            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. <i>Ich werde Samstag +infinitive</i>.            Allow <i>Samstag möchte ich + infinitive</i> (i.e. do not insist on use of <i>werden</i> for future reference).            Allow a present tense verb + future time phrase e.g. <i>Samstag +present tense verb</i>            Allow other appropriate phrases, such as <i>Samstag habe ich vor... zu + infinitive/ Samstag plane ich..., etc.</i> </td> <td data-bbox="1206 680 1284 882">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓✓1	<b>Beschreiben Sie, wie Sie reagiert haben, als es stark zu regnen begann.</b> For two Communication ticks, insist on past tense. Accept any reaction with or without <i>weil</i> .	2	✓✓2	<b>Erzählen Sie, was Sie sofort machen mussten, weil das Wetter so schlecht war.</b> For two Communication ticks, insist on past tense. Accept any detail within a suitable time-frame.	2	✓✓3	<b>Sagen Sie, wie Sie Ihre Pläne an diesem Tag geändert haben.</b> For two Communication ticks insist on past tense. Allow sensible account of how plans changed. Accept the use of <i>fahren</i> or <i>gehen</i> with cars/buses/trains.	2	✓✓4	<b>Erklären Sie, wie Ihre Eltern reagiert haben, als Sie ihnen erzählt haben, was passiert ist.</b> For two Communication ticks, insist on past tense. Accept any reaction.	2	✓✓5	<b>Sagen Sie, was Sie das nächste Mal in der Stadt machen werden.</b> 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. <i>Ich werde Samstag +infinitive</i> . Allow <i>Samstag möchte ich + infinitive</i> (i.e. do not insist on use of <i>werden</i> for future reference). Allow a present tense verb + future time phrase e.g. <i>Samstag +present tense verb</i> Allow other appropriate phrases, such as <i>Samstag habe ich vor... zu + infinitive/ Samstag plane ich..., etc.</i>	2	30
Tick	Accept	Mark																		
✓✓1	<b>Beschreiben Sie, wie Sie reagiert haben, als es stark zu regnen begann.</b> For two Communication ticks, insist on past tense. Accept any reaction with or without <i>weil</i> .	2																		
✓✓2	<b>Erzählen Sie, was Sie sofort machen mussten, weil das Wetter so schlecht war.</b> For two Communication ticks, insist on past tense. Accept any detail within a suitable time-frame.	2																		
✓✓3	<b>Sagen Sie, wie Sie Ihre Pläne an diesem Tag geändert haben.</b> For two Communication ticks insist on past tense. Allow sensible account of how plans changed. Accept the use of <i>fahren</i> or <i>gehen</i> with cars/buses/trains.	2																		
✓✓4	<b>Erklären Sie, wie Ihre Eltern reagiert haben, als Sie ihnen erzählt haben, was passiert ist.</b> For two Communication ticks, insist on past tense. Accept any reaction.	2																		
✓✓5	<b>Sagen Sie, was Sie das nächste Mal in der Stadt machen werden.</b> 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. <i>Ich werde Samstag +infinitive</i> . Allow <i>Samstag möchte ich + infinitive</i> (i.e. do not insist on use of <i>werden</i> for future reference). Allow a present tense verb + future time phrase e.g. <i>Samstag +present tense verb</i> Allow other appropriate phrases, such as <i>Samstag habe ich vor... zu + infinitive/ Samstag plane ich..., etc.</i>	2																		



Question	Answer	Marks												
3(c)	<p data-bbox="236 143 1018 170"><b><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></b></p> <table border="1" data-bbox="256 188 1286 499"> <thead> <tr> <th data-bbox="256 188 427 255">Communication point</th> <th data-bbox="427 188 1286 255">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="256 255 427 300">1</td> <td data-bbox="427 255 1286 300">For two Communication ticks insist on past tense</td> </tr> <tr> <td data-bbox="256 300 427 344">2</td> <td data-bbox="427 300 1286 344">For two Communication ticks insist on past tense</td> </tr> <tr> <td data-bbox="256 344 427 389">3</td> <td data-bbox="427 344 1286 389">For two Communication ticks insist on past tense</td> </tr> <tr> <td data-bbox="256 389 427 434">4</td> <td data-bbox="427 389 1286 434">For two Communication ticks insist on past tense</td> </tr> <tr> <td data-bbox="256 434 427 499">5</td> <td data-bbox="427 434 1286 499">For two Communication ticks insist on future tense. Allow a present tense verb + future time phrase</td> </tr> </tbody> </table> <p data-bbox="236 521 1050 548"><b><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></b></p>	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 past tense	4	For two Communication ticks insist on past tense	5	For two Communication ticks insist on future tense. Allow a present tense verb + future time phrase	
Communication point	For Verbs, accept:													
1	For two Communication ticks insist on past tense													
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3	For two Communication ticks insist on past tense													
4	For two Communication ticks insist on past tense													
5	For two Communication ticks insist on future tense. Allow a present tense verb + future time phrase													

**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
<i>Ja ich mit meiner Familie gemacht.</i>	0	Nothing of worth communicated.
<i>Wir bin einen Ausflug in die Berge gemacht.</i>	1	Some meaning conveyed – use of 'bin' makes message ambiguous (Is it <i>wir</i> or <i>ich</i> ?)
<i>Wir haben einen Ausflug in die Berge.</i>	0	Message not communicated. Attempt has been made at appropriate time frame but no attempt at appropriate verb
<i>Wir haben einen Ausflug in die Berge gemacht.</i>	1	Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)
<i>Wir habe einen Ausflug in die Berge gemacht.</i>	1	Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)
<i>Wir habe einen Ausflug in die Berge gemacht.</i>	1	Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)
<i>Wir einen Ausflug in die Berge gemacht.</i>	1	Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)
<i>Wir einen Ausflug in die Berge gemacht.</i>	1	Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)
<i>Wir habe ein neues Auto.</i>	1	Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)
<i>Wir machen einen Ausflug in die Berge.</i>	1	Appropriate choice of verb, verb recognisable in its form but incorrect (in its time frame) (ambiguous but still communicates some meaning)
<i>Ich habe mit meiner Familie einen Ausflug in die Berge gemacht.</i>	2	Message clearly communicated.

Candidate's response	Ticks for Communication	Reason for mark
<i>Ich habe einen Ausflug in die Berge gemacht.</i>	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
<i>Ich viel Sport getrieben haben.</i>	0	Nothing of worth communicated.
<i>Das Schwimmen was schwierig.</i>	0	Meaning not conveyed (was doesn't communicate message in German).
<i>Das Schwimmen war für mich besonders schwierig.</i>	1	Some meaning is conveyed but the message is incomplete (no reason is given).
<i>Das Schwimmen war für mich besonders schwierig, weil das Wasser so kalt war.</i>	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)