



## Cambridge IGCSE™ (9–1)

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GERMAN

7159/42

Paper 4 Writing

October/November 2020

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 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **34** printed pages.

**PUBLISHED****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.

## **1 The Standardisation process**

### **Before the Standardisation Team Meeting (STM)**

As scripts arrive in Cambridge from Centres they will be sent to a scanning bureau so that they can be made available in RM Assessor. Scripts should be available in RM Assessor 9 working days after the date when the paper was taken by candidates. At this point, Examiners will be able to start 'browsing' and/or provisional marking.

#### **'Browsing' (for Assistant Examiners who are not attending an STM)**

If you are an Assistant Examiner who is not attending a Standardisation Team Meeting, 'browsing' involves you looking at (but not marking) scripts in RM Assessor and then submitting your queries about answers not covered by the Provisional Mark Scheme. The Standardisation Team will take your queries into account when they finalise the Mark Scheme. Your input is important because a comprehensive Mark Scheme will result in more reliable marking. Instructions on how to 'browse' are provided in the RM Assessor user guide.

#### **Provisional marking (members of the Standardisation Team only)**

As part of their 'browsing', members of the Standardisation Team are required to provisionally mark a number of scripts ahead of the Standardisation Team Meeting. Instructions are provided in the RM Assessor user guide (STM version).

### **The Standardisation Team Meeting**

The Standardisation Team meets to finalise the Mark Scheme and agree the marks for those scripts that will be used to standardise the marking team (Practice and Standardisation scripts) and monitor the marking (Seeding scripts).

#### **The Final Mark Scheme**

The Final Mark Scheme will be made available on the RM Support Portal after the STM Meeting but it can take a couple of days to appear there. It will also be circulated by email. Once you receive the Final Mark Scheme you will be able to start work on the Practice and Standardisation scripts (see the RM Assessor user guide for details). You must not start work on your Practice scripts until you have received the Final Mark Scheme.

#### **Practice scripts**

Practice scripts are designed to familiarise you with the question paper and the Mark Scheme. They may contain common incorrect or unexpected answers. There may be guidance notes attached to a page which you should read carefully.

**Standardisation scripts**

Once you have marked any Practice scripts, and have consulted your Team Leader (TL) re any queries you have about the Final Mark Scheme, you will be able to download your Standardisation scripts. (These are the equivalent of a co-ordination sample.) You should mark them carefully according to the Final Mark Scheme and guidance provided. Your Principal Examiner (PE) or TL will check your marking of the standardisation scripts and will provide feedback. If the PE/TL is satisfied with your marking, you will be authorised to start live marking. Alternatively, you may be asked to mark further standardisation scripts.

**You must complete the standardisation process before beginning your live marking for the component.**

**Seeding scripts**

Seeding scripts enable your PE/TL to monitor your marking throughout the marking period. During the course of marking, according to a pre-determined rate of frequency, you will receive regular seeded scripts to mark. These scripts will already have been given a definitive mark by a Standardisation Team. Your PE/TL will be able to check your marking against the definitive marks for the script and s/he may provide feedback to you.

**Additional objects**

You may come across a script with an ‘additional object’ attached to it. This may be a word-processed document (where the candidate has applied for special arrangements for the exam). You **must** read all of the ‘additional object’ as well as the question paper booklet to ensure that the entire candidate response has been seen and marked. Where you consider an answer is incomplete, please look for any additional writing on facing pages and on blank pages.

**Blank pages**

You **must** annotate blank pages with the SEEN stamp as instructed in 1.1 in order to show that you have checked them for a response.

**2 General Marking Notes**

## 2.1 Annotation of scripts in RM Assessor:

<b>SECTION 1</b>	<b>Question 1</b>	<ul style="list-style-type: none"> <li>Use big green tick <input checked="" type="checkbox"/> to tick each correct answer. (Do <b>not</b> use the red cross for incorrect answers.)</li> <li>Place tick by the answer wherever it appears on the page.</li> <li>Activate ‘show annotations count’ so that you can see the number of times the tick has been awarded.</li> <li>Enter a mark out of 5 for Question 1 in the mark input box.</li> </ul>
	<b>BEFORE MOVING ON TO QUESTION 2, PLACE THE <span style="border: 1px solid black; padding: 2px;">SEEN</span> STAMP AT THE BOTTOM OF THE BLANK PAGE TO INDICATE THAT YOU HAVE CHECKED IT.</b>	
	<b>Question 2</b>	<p>Question 2 will be divided into 2C and 2L to allow separate marks to be awarded for Communication and Language.</p> <ul style="list-style-type: none"> <li>Select 2C in the mark input box to award a mark out of 10 for Communication. (<i>Note: Any annotation that you add relating to the mark for Communication will only show when you have 2C selected in the mark input box.</i>) <ul style="list-style-type: none"> <li>Use <span style="border: 1px solid black; padding: 2px;">tick1</span>, <span style="border: 1px solid black; padding: 2px;">tick2</span>, <span style="border: 1px solid black; padding: 2px;">tick3</span>, <span style="border: 1px solid black; padding: 2px;">tick4</span> as appropriate to indicate the task that you are rewarding.</li> <li>Place ticks for communication just above the end of the qualifying sentence/phrase.</li> <li>RM Assessor adds up the total number of times <span style="border: 1px solid black; padding: 2px;">tick1</span> or <span style="border: 1px solid black; padding: 2px;">tick2</span> or <span style="border: 1px solid black; padding: 2px;">tick3</span> or <span style="border: 1px solid black; padding: 2px;">tick4</span> has been awarded; <b>you</b> add up these totals (to a maximum of 10) to give the mark.</li> </ul> </li> </ul> <p><b>BEFORE MOVING ON TO AWARD THE MARK FOR LANGUAGE, CHECK THE PAGE THAT APPEARS AFTER THE SPACE WHERE THE CANDIDATE’S ANSWER IS WRITTEN. THERE MAY BE SOMETHING THERE WHICH NEEDS TO BE MARKED. PLACE THE <span style="border: 1px solid black; padding: 2px;">SEEN</span> STAMP AT THE BOTTOM OF THE PAGE TO INDICATE THAT YOU HAVE CARRIED OUT THE CHECK.</b></p> <ul style="list-style-type: none"> <li>Select 2L in the mark input box to award a mark out of 5 for LANGUAGE. Enter a mark out of 5 for Language in the mark input box.</li> </ul>

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SECTION 2	Question 3	<p>Each Question 3 ((a), (b) and (c)) will be divided into C, VE and OLF to allow separate marks to be awarded for Communication, Verbs and Other linguistic features.</p> <ul style="list-style-type: none"> <li>• Check the script to see which question the candidate has answered.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Select 3(a)C (or 3(b)C/3(c)C, as appropriate) in the mark input box. The mark scheme will identify 5 tasks for each Question 3 (please note that ‘tasks’ may not correspond to ‘bullet points’ on the question paper). In accordance with the mark scheme, award up to 2 ticks for each of these 5 tasks, if appropriate, as follows: <ul style="list-style-type: none"> <li>○ Task 1: award either one <b>tick1</b> or two <b>tick1</b></li> <li>○ Task 2: award either one <b>tick2</b> or two <b>tick2</b></li> <li>○ Task 3: award either one <b>tick3</b> or two <b>tick3</b></li> <li>○ Task 4: award either one <b>tick4</b> or two <b>tick4</b></li> <li>○ Task 5: award either one <b>tick5</b> or two <b>tick5</b></li> </ul> </li> </ul> <p>Where communication of the task is <b>not</b> achieved, do not annotate the script.</p> <ul style="list-style-type: none"> <li>• <b>For each task, reward the best attempt, but only reward a <u>single</u> attempt</b></li> <li>• Place ticks for Communication just above the end of the qualifying sentence/phrase.</li> <li>• Add up the number of ticks awarded (<i>RM Assessor adds up the total number of times tick1 or tick2 or tick3 etc. has been awarded; you add up these totals to give the mark</i>).</li> <li>• Enter a mark out of 10 for Communication in the mark input box. (<b>Note:</b> <i>If you have selected 3(a)C, any annotation you add relating to the mark for Communication will only show when you have 3(a)C selected in the mark input box.</i>)</li> </ul> <p><b>BEFORE MOVING ON TO AWARD MARKS FOR LANGUAGE, CHECK ALL PAGES THAT APPEAR AFTER THE SPACE WHERE THE CANDIDATE’S ANSWER IS WRITTEN. THERE MAY BE SOMETHING THERE WHICH NEEDS TO BE MARKED. PLACE THE <b>SEEN</b> STAMP AT THE BOTTOM OF EACH PAGE TO INDICATE THAT YOU HAVE CARRIED OUT THE CHECK.</b></p>
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<b>SECTION 2</b>	<b>Question 3 continued</b>	<p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>• Select 3(a)VE (or 3(b)VE/3(c)VE, as appropriate) in the mark input box.</li> <li>• Use big green tick <input checked="" type="checkbox"/> to tick each correct verb according to the mark scheme.</li> <li>• Place the tick so that it does not obscure any letters.</li> <li>• RM Assessor adds up the total number of times the big green tick has been awarded.</li> <li>• <b>Use conversion table to convert number of ticks to a mark.</b></li> <li>• Enter a mark out of 8 for Verbs in the mark input box. (<b>Note:</b> <i>If you have selected 3(a)VE, any annotation you add relating to the mark for Verbs will only show when you have 3(a)VE selected in the mark input box.</i>)</li> </ul> <p><b>Other linguistic features</b></p> <ul style="list-style-type: none"> <li>• Select 3(a)OLF (or 3(b)OLF/3(c)OLF, as appropriate) in the mark input box.</li> <li>• Use the highlighter marking tool to <b>highlight</b> the first new use of any correct usage.</li> <li>• Use the highlighter marking tool to <b>underline</b> a creditable attempt at a structure.</li> <li>• Enter a mark out of 12 for Other linguistic features in the mark input box. (<b>Note:</b> <i>If you have selected 3(a)OLF, any annotation you add relating to the mark for Verbs will only show when you have 3(a)OLF selected in the mark input box.</i>)</li> </ul> <p>After you have entered your marks for the question(s) that the candidate has answered, click on <b>COMPLETE</b> so that NR can be populated automatically for those questions that the candidate has not answered.</p>
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- 2.2** Standardisation scripts: to be marked **and submitted** in the next 2 or 3 days. Your Team Leader will get in touch by phone or RM Assessor messaging system to provide feedback. Although you will be able to download about 20 live scripts once you have submitted your Standardisation scripts, **you will not be able to submit marks for these scripts or download further scripts until your Team Leader has approved your marking.**
- 2.3** Batch 1: all scripts to be marked by the 20th November.
- 2.4** **Target: you will be set a target number of scripts to mark in RM Assessor. If a large centre withdraws or scripts go missing in the post, you may not be able to reach your target.**
- 2.5** Please send your Assistant Examiner report to your Team Leader by email five days before the Batch 2 deadline.
- 2.6** Organising your work: You should aim to mark some scripts every day. This is particularly important during the first week as it allows you to build on the understanding of the mark scheme developed at the coordination meeting and through the standardisation process, and helps you internalise the mark scheme. In the first 5 days after you have been approved, aim to mark approx. 10 scripts per day (and not more than 15). Afterwards, aim to mark a maximum of 20–25 scripts per day, but keep in mind the number of scripts you have to mark and the final deadlines.



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- 2.7** Feedback: Once the marking ‘for real’ starts, RM Assessor depends on your Team Leader being able to constantly monitor your marking and feed back to you about marking errors and misinterpretations of the Mark Scheme so that you can take corrective action. When the Team Leader reports an error in your marking, you will need to correct it and check the scripts that you have already submitted and that show as ‘Pending’ in your closed Worklist in case you have made similar errors. To amend a mark, open the script from your ‘closed items’ amend the marks and close the script. There is no need to resubmit it.
- 2.8** Grace period: Once you start live marking there is a period of about 5 days after submission of scripts (reducing as the 100% marking date approaches) in which examiners are able to change the marks awarded for these scripts. They will show as ‘Pending’ in your closed Worklist. To amend a script, open it from your ‘closed items’ amend the marks and close the script. There is no need to re-submit it.
- 2.9** Keeping your Team Leader informed: One aspect of the Team Leader’s job is to monitor the progress of your marking and s/he will be concerned if there is no activity and will contact you about it. You should therefore keep your Team Leader informed if for any reason you will not be marking for a few days.

**3 General Marking Principles****3.1 Crossing out:**

<b>(a)</b>	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>(b)</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.

**3.2 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:**

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

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

<b>(a)</b>	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
<b>(b)</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.

**3.4** 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. 'cannot do' or 'do not 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.

**3.5 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
<p><b>Question 1</b></p>	<p>Candidates are required to list 8 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 Question 1, 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>Was für einen Beruf möchten Sie? Machen Sie eine Liste von 8 Möglichkeiten <b>auf Deutsch</b>.  <u>The following are examples. Accept any appropriate jobs in masculine or feminine form which the candidate might choose:</u></p>				<b>5</b>
	<b>ACCEPT</b>		<b>REFUSE</b>		
	Lehrer/in		Briefträger: <i>this is the example so cannot be credited</i>		
	Arzt/Ärztin	Doktor			
	Polizist/in	Polizei	Police		
	Friseur/Friseuse	Frisör			
	Verkäufer/in				
	Kellner/in				
	Koch/Köchin		Chef/in Koche/Kochen		
	Mechaniker/in		Mekanik Werkstatt		
	Busfahrer/in		Autofahrer/Fahrer		
	Tierarzt/Zahnarzt	Feuerwehr	Student/in		
<b>Total for Question 1: 5 marks</b>					

Question	Answer	Marks
<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><i>Sie spielen in einer Theatergruppe in der Schule mit.</i></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	Tick	Accept	
	✓1	<b>Erklären Sie, was Sie in der Theatergruppe machen.</b> <b>ACCEPT:</b> any appropriate activity	
	✓2	<b>Sagen Sie, wann die Theatergruppe stattfindet</b> <b>ACCEPT:</b> any sensible time / day	
	✓3	<b>Sagen Sie, wie oft Sie ins Theater oder ins Kino gehen.</b> <b>REWARD:</b> <ul style="list-style-type: none"> <li>• any detail about frequency of theatre / cinema visit including negatives.</li> </ul>	
	✓4	<b>Erzählen Sie, was Sie morgen in der Schule machen werden.</b> <b>REWARD:</b> <ul style="list-style-type: none"> <li>• any activity which could take place in school and any further details / reasons.</li> </ul>	

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Question	Answer	Marks												
2	<p><b><u>2.2: Award a mark out of 5 for Language</u></b></p> <p>Award a mark out of 5 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="360 608 1816 1273"> <tbody> <tr> <td data-bbox="360 608 443 775">5</td> <td data-bbox="443 608 1816 775">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="360 775 443 906">4</td> <td data-bbox="443 775 1816 906">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="360 906 443 1037">3</td> <td data-bbox="443 906 1816 1037">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="360 1037 443 1139">2</td> <td data-bbox="443 1037 1816 1139">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="360 1139 443 1203">1</td> <td data-bbox="443 1139 1816 1203">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="360 1203 443 1273">0</td> <td data-bbox="443 1203 1816 1273">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> <p data-bbox="360 1310 1173 1342">*Consider the whole answer when awarding mark for language</p> <p data-bbox="1424 1310 1917 1406" 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.	
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.													
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0	One or two disjointed words or short phrases may be recognisable.													

Question	Answer	Marks						
<p><b>Question 3</b></p> <p>Candidates answer 1 question from a choice of 3. 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><b>For question-specific guidance, see later in this mark scheme.</b></p> <p><b><u>3.1: Award a mark out of 10 for Communication</u></b></p> <p>(i) There are 5 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 2 of these ticks as close as possible to each relevant communication point (in the body of the answer).</p> <table border="1" data-bbox="286 794 1951 991"> <tbody> <tr> <td data-bbox="286 794 443 863"><b>2 ticks</b></td> <td data-bbox="443 794 1951 863">Message clearly communicated.* Minor errors (adjective endings, use of prepositions, etc.) are tolerated.</td> </tr> <tr> <td data-bbox="286 863 443 927"><b>1 tick</b></td> <td data-bbox="443 863 1951 927">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.**</td> </tr> <tr> <td data-bbox="286 927 443 991"><b>0 ticks</b></td> <td data-bbox="443 927 1951 991">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>			<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.
<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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Question	Answer	Marks																				
<b><u>3.2: Award a mark out of 8 for accurate use of Verbs</u></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 8 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="792 622 1167 686">Number of ticks</th> <th data-bbox="1167 622 1444 686">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="792 686 1167 750">18+</td> <td data-bbox="1167 686 1444 750">8</td> </tr> <tr> <td data-bbox="792 750 1167 813">16,17</td> <td data-bbox="1167 750 1444 813">7</td> </tr> <tr> <td data-bbox="792 813 1167 877">14,15</td> <td data-bbox="1167 813 1444 877">6</td> </tr> <tr> <td data-bbox="792 877 1167 941">12,13</td> <td data-bbox="1167 877 1444 941">5</td> </tr> <tr> <td data-bbox="792 941 1167 1005">10,11</td> <td data-bbox="1167 941 1444 1005">4</td> </tr> <tr> <td data-bbox="792 1005 1167 1069">8,9</td> <td data-bbox="1167 1005 1444 1069">3</td> </tr> <tr> <td data-bbox="792 1069 1167 1133">6,7</td> <td data-bbox="1167 1069 1444 1133">2</td> </tr> <tr> <td data-bbox="792 1133 1167 1197">4,5</td> <td data-bbox="1167 1133 1444 1197">1</td> </tr> <tr> <td data-bbox="792 1197 1167 1260">0,1,2,3</td> <td data-bbox="1167 1197 1444 1260">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
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															
<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 <u>appropriate tense</u> to score a tick (see session-specific tables on tenses)</b></li> </ul>																	
<p><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.</p>																	
<b>Subject with verb</b>																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Tick</th> <th style="width: 30%;">No tick</th> <th style="width: 40%;">Note</th> </tr> </thead> <tbody> <tr> <td>Ich bin (✓)</td> <td></td> <td></td> </tr> <tr> <td>Ich spiele (✓)</td> <td>Ich spielt (<i>no tick</i>)</td> <td>verb form must be correctly spelt</td> </tr> <tr> <td>Der Mann kommt (✓)</td> <td>Den Mann kommt (<i>no tick</i>)</td> <td>subject must be correct</td> </tr> <tr> <td>Ich bin gegangen (✓)</td> <td>Ich habe gegangen (<i>no tick</i>)</td> <td>insist on correct auxiliary</td> </tr> </tbody> </table>	Tick	No tick	Note	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		
Tick	No tick	Note															
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>																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Tick</th> <th style="width: 30%;">No tick</th> <th style="width: 40%;">Note</th> </tr> </thead> <tbody> <tr> <td>Ich wasche mich (✓)</td> <td>Ich wasche sich (<i>no tick</i>)</td> <td>insist on correct reflexive pronoun</td> </tr> <tr> <td></td> <td>Ich wasche mich das Auto (<i>no tick</i>)</td> <td>'waschen' should not be used reflexively in this statement</td> </tr> </tbody> </table>	Tick	No tick	Note	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								
Tick	No tick	Note															
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															

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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

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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
<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

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Question	Answer	Marks
	<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> <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>	

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Question	Answer	Marks
<b><u>3.3: Award a mark out of 12 for Other linguistic features</u></b>		
<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 compound tenses, 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-specific Guidance for Question 3

Question	Answer	Marks																		
3(a)	<p><b>Sie haben eine Stadt zum ersten Mal besucht. Sie schreiben eine E-Mail an Ihren Brieffreund / an Ihre Brieffreundin.</b></p> <p><b>3.1: Award a mark out of 10 for Communication – see generic guidance above</b></p> <table border="1" data-bbox="360 448 1912 1417"> <thead> <tr> <th data-bbox="360 448 456 517">Tick</th> <th data-bbox="456 448 1800 517">Accept</th> <th data-bbox="1800 448 1912 517">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="360 517 456 647">✓✓1</td> <td data-bbox="456 517 1800 647"> <p><b>Erklären Sie, wann Sie diese Stadt besucht haben.</b> For 2 Comm ticks, insist on past tense. Allow any reasonable idea of ‘when’: e.g. yesterday / last month / in August / on Monday</p> </td> <td data-bbox="1800 517 1912 647">2</td> </tr> <tr> <td data-bbox="360 647 456 778">✓✓2</td> <td data-bbox="456 647 1800 778"> <p><b>Beschreiben Sie, was Sie in der Stadt gemacht haben.</b> For 2 Comm ticks, insist on past tense. Allow any detail referring to places / activities in a town.</p> </td> <td data-bbox="1800 647 1912 778">2</td> </tr> <tr> <td data-bbox="360 778 456 948">✓✓3</td> <td data-bbox="456 778 1800 948"> <p><b>Erzählen Sie, ob Sie diese Stadt besser finden als Ihren Wohnort und warum.</b> Consider task complete as long as either detail is given. For 2 Comm ticks, insist on present tense. Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p> </td> <td data-bbox="1800 778 1912 948">2</td> </tr> <tr> <td data-bbox="360 948 456 1078">✓✓4</td> <td data-bbox="456 948 1800 1078"> <p><b>Erklären Sie, wie Sie das Leben in der Stadt finden.</b> For 2 Comm ticks, insist on present tense. Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p> </td> <td data-bbox="1800 948 1912 1078">2</td> </tr> <tr> <td data-bbox="360 1078 456 1417">✓✓5</td> <td data-bbox="456 1078 1800 1417"> <p><b>Beschreiben Sie, wo Sie leben möchten, wenn Sie erwachsen sind und warum.</b></p> <p>Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p> <p>For 2 Comm ticks, insist on future tense / time frame. Reward for communication the use of the future tense, e.g. <i>Ich werde später ...+infinitive</i> Allow <i>später</i> + <i>wollen</i> + infinitive (ie do not insist on use of <i>werden</i> for future reference). Allow a present tense verb + future time phrase eg <i>später lebe ich...</i> Allow other appropriate phrases, such as <i>später habe ich vor... zu + infinitive/ plane ich..., etc.</i></p> </td> <td data-bbox="1800 1078 1912 1417">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓✓1	<p><b>Erklären Sie, wann Sie diese Stadt besucht haben.</b> For 2 Comm ticks, insist on past tense. Allow any reasonable idea of ‘when’: e.g. yesterday / last month / in August / on Monday</p>	2	✓✓2	<p><b>Beschreiben Sie, was Sie in der Stadt gemacht haben.</b> For 2 Comm ticks, insist on past tense. Allow any detail referring to places / activities in a town.</p>	2	✓✓3	<p><b>Erzählen Sie, ob Sie diese Stadt besser finden als Ihren Wohnort und warum.</b> Consider task complete as long as either detail is given. For 2 Comm ticks, insist on present tense. Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p>	2	✓✓4	<p><b>Erklären Sie, wie Sie das Leben in der Stadt finden.</b> For 2 Comm ticks, insist on present tense. Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p>	2	✓✓5	<p><b>Beschreiben Sie, wo Sie leben möchten, wenn Sie erwachsen sind und warum.</b></p> <p>Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p> <p>For 2 Comm ticks, insist on future tense / time frame. Reward for communication the use of the future tense, e.g. <i>Ich werde später ...+infinitive</i> Allow <i>später</i> + <i>wollen</i> + infinitive (ie do not insist on use of <i>werden</i> for future reference). Allow a present tense verb + future time phrase eg <i>später lebe ich...</i> Allow other appropriate phrases, such as <i>später habe ich vor... zu + infinitive/ plane ich..., etc.</i></p>	2	30
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Question	Answer	Marks												
3(a)	<p data-bbox="360 233 1509 264"><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="360 300 1906 691"> <thead> <tr> <th data-bbox="360 300 721 363">Communication point</th> <th data-bbox="721 300 1906 363">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="360 363 721 427">1</td> <td data-bbox="721 363 1906 427">For 2 Comm ticks insist on past tense</td> </tr> <tr> <td data-bbox="360 427 721 491">2</td> <td data-bbox="721 427 1906 491">For 2 Comm ticks insist on past tense</td> </tr> <tr> <td data-bbox="360 491 721 555">3</td> <td data-bbox="721 491 1906 555">For 2 Comm ticks insist on present tense</td> </tr> <tr> <td data-bbox="360 555 721 619">4</td> <td data-bbox="721 555 1906 619">For 2 Comm ticks insist on present tense</td> </tr> <tr> <td data-bbox="360 619 721 691">5</td> <td data-bbox="721 619 1906 691">For 2 Comm ticks insist on future tense. Allow a present tense verb + future time phrase</td> </tr> </tbody> </table> <p data-bbox="360 746 1559 778"><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 2 Comm ticks insist on past tense	2	For 2 Comm ticks insist on past tense	3	For 2 Comm ticks insist on present tense	4	For 2 Comm ticks insist on present tense	5	For 2 Comm ticks insist on future tense. Allow a present tense verb + future time phrase	
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3(c)	<p><b>Gestern Abend gingen Sie spazieren und sahen, dass ganz viele Leute unterwegs waren. Schreiben Sie die Geschichte weiter:</b></p> <p><i>Gestern Abend ging ich spazieren und sah, dass ganz viele Leute unterwegs waren....</i></p> <p><b>3.1: Award a mark out of 10 for Communication – see generic guidance above</b></p> <table border="1" data-bbox="360 453 1872 1254"> <thead> <tr> <th data-bbox="360 453 456 517">Tick</th> <th data-bbox="456 453 1760 517">Accept</th> <th data-bbox="1760 453 1872 517">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="360 517 456 651">✓✓1</td> <td data-bbox="456 517 1760 651"> <b>Beschreiben Sie Ihre Reaktion, als Sie die vielen Leute sahen.</b>             For 2 Comm ticks, insist on past tense.         </td> <td data-bbox="1760 517 1872 651">2</td> </tr> <tr> <td data-bbox="360 651 456 852">✓✓2</td> <td data-bbox="456 651 1760 852"> <b>Beschreiben Sie, was die vielen Menschen machten.</b>             For 2 Comm ticks, insist on past tense and 3<sup>rd</sup> person plural.             Accept any detail within a suitable time-frame.         </td> <td data-bbox="1760 651 1872 852">2</td> </tr> <tr> <td data-bbox="360 852 456 1053">✓✓3</td> <td data-bbox="456 852 1760 1053"> <b>Erklären Sie, warum so viele Menschen unterwegs waren.</b>             For 2 Comm ticks insist on past tense.             Allow any sensible reasons. (e.g. protest/strike/arrival of famous person)         </td> <td data-bbox="1760 852 1872 1053">2</td> </tr> <tr> <td data-bbox="360 1053 456 1254">✓✓4</td> <td data-bbox="456 1053 1760 1254"> <b>Erklären Sie, was Sie dann gemacht haben und warum.</b>             For 2 Comm ticks, insist on past tense.             Accept any detail/reason within a suitable time-frame.         </td> <td data-bbox="1760 1053 1872 1254">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓✓1	<b>Beschreiben Sie Ihre Reaktion, als Sie die vielen Leute sahen.</b>  For 2 Comm ticks, insist on past tense.	2	✓✓2	<b>Beschreiben Sie, was die vielen Menschen machten.</b>  For 2 Comm ticks, insist on past tense and 3 <sup>rd</sup> person plural.  Accept any detail within a suitable time-frame.	2	✓✓3	<b>Erklären Sie, warum so viele Menschen unterwegs waren.</b>  For 2 Comm ticks insist on past tense.  Allow any sensible reasons. (e.g. protest/strike/arrival of famous person)	2	✓✓4	<b>Erklären Sie, was Sie dann gemacht haben und warum.</b>  For 2 Comm ticks, insist on past tense.  Accept any detail/reason within a suitable time-frame.	2	30
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	✓✓5	<p><b>Sagen Sie, wo Sie das nächste Mal spazieren gehen werden.</b></p> <p>For 2 Comm ticks, insist on future time-frame.</p> <p>Accept any reasonable place.</p> <p>Reward for communication the use of the future tense, e.g. <i>Ich werde heute Abend + infinitive</i>. Allow <i>Heute Abend möchten wir + infinitive</i> (i.e. do not insist on use of <i>werden</i> for future reference).</p> <p>Allow a present tense verb + future time phrase, e.g. <i>Heute Abend + present tense verb</i> Allow other appropriate phrases, such as <i>Heute Abend haben wir vor... zu + infinitive / Heute Abend planen wir..., etc.</i></p>	2												
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**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.

**PUBLISHED****Appendix II: Generic guidance on awarding ticks for Communication****Example 1:** *Beschreiben Sie, was Sie mit Ihrer Familie gemacht haben.*

<b>Candidate's response</b>	<b>Ticks for Communication</b>	<b>Reason for mark</b>
<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)
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<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)



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Candidate's response	Ticks for Communication	Reason for mark
<i>Ich habe mit meiner Familie einen Ausflug in die Berge gemacht.</i>	2	Message clearly communicated.
<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)

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**Additional notes on the award of Communication ticks in Question 3 where part of the sentence is incorrect / unclear / ambiguous.**

In order for 2 Communication ticks to be awarded to the message, the **clause** containing the message has to be clear / without ambiguity/in the appropriate time frame.

*Letztes Wochenende im Sportzentrum **haben wir Federball gespielt** und wir haben Sport getriebe.*

***Ich kann** die Bergen bestiegen, freschen Luft atmen und **in der Natur wandern.***

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 Question 3**

Please note the following regarding verb ticks for verbs followed by **infinitive, nominalised verb or object** (particularly relevant this year Question 3(a)).

#### **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.*

**Note:** *The message does, however, perfectly communicate and so should gain 2 Communication ticks. There is no ambiguity.*

#### **Ich mag / liebe (✓) es, schwimmen zu gehen / Schwimmen zu 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 es. 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).*