



GCSE GERMAN 8662/WF

Paper 4 Writing

Foundation tier

Sample assessment material Set 2

Mark scheme

Version: 1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

All questions can be answered using the defined content (vocabulary and grammar) for each tier, with equal credit given for language used that is beyond the defined content but that fulfils the task requirements.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses. For the productive skills of Speaking and Writing, students' preferred ways of referring to themselves and others through the use of pronouns, gendered language and grammatical agreements will be credited by examiners, regardless of whether such usage has been adopted by official language bodies in the target language-speaking countries.

Foundation tier

Marks will be allocated in the following way at Foundation tier:

	AO2	AO3	Total
Section A			
Question 1	10		10
Question 2	5	5	10
Question 3		5	5
Question 4		10	10
Section B			
Question 5	10	5	15
Total	25	25	50

In all questions, vocabulary and grammar which are not on the defined list will be given equal credit to items which are on it.

Section A**Question 01**

For this question, students are required to write five sentences to describe the photo. Each sentence is marked separately and is worth a maximum of two marks, according to the following criteria. The whole sentence should be considered when awarding the mark. The maximum mark for Question 1 is 10.

Mark	AO2
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

The grid below provides examples of responses which could be produced. Any combination of appropriate responses is acceptable.

	2 marks	1 mark	0 marks
01	Es gibt/Ich sehe vier Personen. Es gibt vier Leute. Es gibt vier Freunde. Es gibt zwei Mädchen/zwei Jungen. Wir sind mit Freunden.	vier Personen Gibt es vier Personen. Der ist vier Personen.	Leute Freunde
	Sie sind in der Stadt. Sie gehen einkaufen. Ich gehe einkaufen.	Sie sind einkaufen. Wir sind einkaufen. ist in Stadt.	Stadt Einkaufen
	Der Junge macht ein Foto.	Junge fotografieren	Foto Handy
	Die Mädchen haben Taschen.	Gibt es Taschen	Taschen
	Sie sind glücklich. Wir lachen.	Sind sie glücklich Sie sind lachen	Glücklich Spaß

Students may use the same grammatical structure for each sentence if they wish.

Statements must refer to what is in the photo and cannot refer to what is **not** in it. 'I like the photo' and similar opinions about the photo, without mentioning what is in it, will score 0. However, if the sentence reads, for example, 'I like the photo because it is sunny', it will score 2 marks.

If the sentence could possibly be true or is very broadly relevant, accept it. For instance, it is acceptable if the student writes 'The car is green', even though the photo is in black and white. However, if the sentence is clearly false, it receives a mark of 0. For example, 'There is a fish', when there clearly isn't one.

It is acceptable to write a figure (eg 'There are 2 people') rather than a word. This is true of all questions at both Foundation and Higher tiers.

The aim of this question is for students to write in the present tense, but other tenses are also acceptable.

For 2 marks

- The response must be in the form of a sentence, using an appropriate conjugated verb. The same verb/grammatical structure may be repeated in more than one sentence, eg *Es gibt* plus different nouns.
- Any sentence that is broadly relevant to the photo is given 2 marks. For example, imagine that the photo is of a man in a café. The student writes, in the target language: It's a man. He's old (even if to your eyes he may not be – 'old' to a 16-year old may be different from your perception of 'old'). He's a father (even if this is not apparent from the photo, it could potentially be true). He's a teacher (again this potentially could be true). Each of these sentences would be awarded 2 marks.
- The first person and second person of the verb is acceptable, for example: 'I am/we are/you are playing tennis'.
- There may be linguistic errors, but the message must be communicated without ambiguity.

For 1 mark

- The use of an infinitive in an otherwise appropriate response.
- Language error(s) causing ambiguity or a delay in communication, for example: 'They are eating coffee'.
- A delay in communication because the response is too long, where one part communicates well but another part does not, for example: 'There is a family and they are a park'.

For 0 marks

- The message makes no sense.
- An inappropriate verb is used, for example 'I would like a house'.
- A single word.

Question 02

For this question there are five compulsory bullet points, which are assessed for AO2 (5 marks) and AO3 (5 marks), as specified in the criteria below. The maximum mark for Question 2 is 10. The student is expected to produce approximately 50 words over the whole question. The number of words is approximate and you must mark all work produced by the student, **even if it is well beyond the suggested number of words**

Level	Mark	AO2
5	5	- All five bullet points are covered. - Communication is clear.
4	4	- At least four bullet points are covered. - Communication is mostly clear. There are occasional lapses in clarity.
3	3	- At least three bullet points are covered. - Communication is generally clear. There are several lapses in clarity.
2	2	- At least two bullet points are covered. - Communication is sometimes clear. There are regular lapses in clarity.
1	1	- At least one bullet point is covered. - Communication is often not clear. There are many lapses in clarity.
0	0	The content does not meet the standard required for a mark at this tier.

Notes

- All bullet points are compulsory and must be covered, but there is no need for equal coverage of the bullet points.
- When awarding a mark, all aspects of the descriptors must be considered and not only the number of bullet points covered.

Guidance for examiners

- The student's response must be relevant to the bullet points. Any information which cannot be deemed relevant must be ignored when awarding a mark for AO2.
- The information that the student gives must be clear. If what is written is unclear, this will have a bearing on the mark for AO2. For example, the student may convey information in relation to all five bullet points, but lapses in clarity may mean that a lower mark than 5 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a student attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that a mark of 5 will be impossible, as the response will not display full coverage of the required information.
- There is no requirement in this question for the student to refer to events in the past or future, so using the present tense only will enable coverage of the bullet points. However, the bullet points tend to be general and so references to the past or to the future are acceptable. For example, if the bullet point says 'Holidays', the student may choose to write about a past or future holiday.

- There is no requirement for students to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Level	Mark	AO3
5	5	- There is a variety of vocabulary and grammatical structures. - There may be some errors, but these are minor.
4	4	- There is some variety of vocabulary and grammatical structures. - There are frequent minor errors but with an occasional major error.
3	3	- There is some attempt at a variety of vocabulary and grammatical structures. - There are frequent minor errors, together with some major errors.
2	2	- There is use of limited or repetitive vocabulary and grammatical structures. - There are frequent minor errors and a number of major errors.
1	1	- There is little awareness of appropriate vocabulary and grammatical structures. - There are errors in the vast majority of sentences.
0	0	The language does not meet the standard required for Level 1 at this tier.

Notes

- A mark of zero for AO2 automatically results in a mark of zero for AO3, but, apart from that, the AO2 mark does not limit the mark for AO3.
- A **major error** is one which adversely affects communication.
- A **minor error** is one which does not affect communication.

Guidance for examiners

- The whole of the response must be assessed when awarding the mark for AO3, even if some of it is irrelevant to the bullet points. There are no dependencies between the two sets of criteria.
- Once you have decided on the mark for AO2, you should read through the response once more and decide on the mark for AO3. Each level has two strands: variety of vocabulary and structures and accuracy of the language. Sometimes it will be necessary to adopt a 'best fit' approach, because the two strands will not be consistently demonstrated. So, for example, the writing may be very accurate, but the vocabulary and structures are so repetitive that a mark of 3 is more appropriate than a mark of 4 or 5.
- This mark is not limited by the mark for AO2, unless the mark for AO2 is 0, in which case the mark for AO3 must also be 0.
- However, sometimes a student may only attempt one or two of the bullets in a very short piece of writing or they may answer all of them very briefly, using four or five words. Even if this writing is totally accurate with appropriate vocabulary and structures, a high mark for AO3 would be improbable because of the lack of linguistic variety.
- Variety of language will be shown through, for example, different adjectives; different persons of the verb; some variety in the nouns and verbs used.
- In this question, you are looking for a variety of language and **not** complexity.

Glossary

The following glossary provides some guidance on terms used within the descriptors.

Lapse in clarity	Use of language that causes a delay in communication. For example: <i>Miene Schule ist heißt</i>
Major error	An error which adversely affects communication. Some examples are: Incorrect verb forms. Incorrect use of pronoun. Examples of major errors: <i>Du mag meine Lehrer.</i> <i>Ich gerne die Kantine.</i>
Minor error	An error which does not affect communication. Some examples are: Incorrect but close to correct spellings. Incorrect genders and errors of agreement. Incorrect or missing accents unless these alter the meaning. Word order errors where communication is not affected. Examples of minor errors: <i>Es gibt gut Lehrerinnenn.</i> <i>Mann kann kaufe essen in die Kantine.</i> <i>Jedes Woche ich zweimal lerne deutsch.</i>
Variety of language	Some examples: Different ways of expressing opinions. Use of intensifiers. Different persons of the verb. Several successful examples of this would be considered as 'a variety'. A few successful examples of this would be considered to be 'some variety'. A few examples that are not always successful would be considered to be 'some attempt at variety'. For example: <i>ich mag lernen Chemie. Die Lehrer das arbeiten hier sind nett.</i>

A mark of zero for AO2 automatically results in a mark of zero for AO3, but, apart from that, the AO2 mark does not limit the mark for AO3. For example:

- If a student has only addressed three bullet points but has produced a response that includes a variety of appropriate vocabulary and grammatical structures with very few errors, a mark of 3+5 is possible.
- If a student has clearly addressed all five bullet points but has produced a response that includes some attempt at a variety of appropriate vocabulary and grammatical structures but with frequent minor errors and some major errors, a mark of 5+3 is possible.

Below is some guidance on the specific bullet points included in the question:

Bullet	Comments
• the building	Accept one statement/opinion about the school building/classrooms/the school generally. Eg. Meine Schule ist alt. Accept any tense.
• the teachers	Accept one statement/opinion about the teachers/a teacher. Accept any tense.
• the lessons	Accept one statement/opinion about the lessons/a lesson or subjects/a subject. Accept any tense.
• the uniform	Accept one statement/opinion about the uniform. Accept any tense.
• what you do in the lunch break	Accept one statement about one or more activities in the lunch break. There is no requirement for students to specify 'in der Mittagspause'. Accept any tense.

The following indicative content is an example of the response that students may give to this question. It would be awarded full marks.

*Die Klassenzimmer sind alt, aber wir haben ein neues Gebäude für Sport.
Die Lehrer sind freundlich, aber zwei Lehrerinnen sind streng und nicht nett.
Eine Stunde dauert 40 Minuten. Wir haben fünf Stunden jeden Tag.
Die Uniform ist grün. Ich hasse das!
In der Mittagspause essen wir in der Kantine.*
(50 words)

[10 marks]

Question 03

Students are required to complete five sentences by writing the correct word to complete the short sentence, using their knowledge of grammar. There are three words to choose from for each of the five sentences. There are 5 marks for AO3.

3.1 ist [1 mark]

3.2 Er [1 mark]

3.3 kleinen [1 mark]

3.4 Die [1 mark]

3.5 gekauft [1 mark]

The word written by the student must be totally correct, including any accents, for the award of 1 mark.

Question 04

The translation is assessed for AO3 (10 marks) as specified in the criteria below. The maximum mark for Question 3 is 10. When awarding the marks for Grid One and Grid Two, the student's response across all five sentences should be considered as a whole.

When awarding the mark for Grid One out of a maximum of five, the translation is divided into 15 elements as shown in the grid on page 12. A tick will be awarded for each element that is communicated, despite any minor inaccuracies. The number of ticks out of 15 in column 2 of Grid One below equates to a mark out of five in column 3.

Grid One: Rendering of the original meaning

Level	Number of ticks credited	Marks	AO3
5	13-15	5	The meanings of all or nearly all elements of the original language are sufficiently rendered.
4	10-12	4	The meanings of most elements of the original language are sufficiently rendered.
3	7-9	3	The meanings of some elements of the original language are sufficiently rendered.
2	4-6	2	The meanings of few elements of the original language are sufficiently rendered.
1	1-3	1	The meanings of very few elements of the original language are sufficiently rendered.
0	0	0	No elements of the meanings of the original language are conveyed.

Once the mark for Grid One is awarded, a mark out of five is awarded for Grid Two. This mark is based on the student's response across all five sentences as a whole.

Grid Two: Knowledge of vocabulary and grammar

Level	Marks	AO3
5	5	- Very good knowledge of the required vocabulary. Few if any inappropriate or omitted items. - Grammar is highly accurate and any errors that occur are only minor.
4	4	- Good knowledge of vocabulary. Some inappropriate or omitted items. - Grammar is generally accurate with regular minor errors.
3	3	- Satisfactory knowledge of vocabulary. Regular inappropriate or omitted items. - Grammar is more accurate than inaccurate. Regular major and minor errors.
2	2	- Limited knowledge of vocabulary. Many inappropriate or omitted items. - Grammar is generally inaccurate. Many major and minor errors.
1	1	- Very limited knowledge of vocabulary. Few appropriate items. - Grammar is highly inaccurate. Major and minor errors in all or almost all sentences.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- A mark of zero in Grid One automatically results in a mark of zero in Grid Two, but apart from that, the Rendering of original meaning mark does not limit the mark for Knowledge of vocabulary and grammar.
- A **major error** is one which adversely affects communication.
- A **minor error** is one which does not affect communication.

Guidance for examiners

When deciding on whether an element is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

A **major error** is an error which adversely affects communication. Some examples are:

- Incorrect verb forms.
- Incorrect use of pronouns.

Examples of major errors:

***Du hast viele gute Freunde for Ich habe viele gute Freunde.
Jede Woche wir spielt Tennis in dem Park.
Ich mochte meine Lieblingsband sehen.***

A **minor error** is an error which does not affect communication. Some examples are:

- Incorrect but close to correct spellings.
- Incorrect genders and errors of agreement.
- Incorrect or missing accents unless these alter the meaning.
- Errors of word order.

Examples of minor errors:

***Jeder Woche in dem Park wir spielen Tennis.
Ich möchte sehen meinen Lieblingsband.
Ich habe nicht den Museum besucht.***

	Element of original language	Indicative content	Alternative acceptable renderings	Reject
1	I have	Ich habe		wrong tense
2	many good friends.	viele gute Freunde/ Freundinnen.		
3	Every week	Jede Woche	Einmal in der Woche	jene/diese
4	he plays tennis	spielt er ... Tennis.		other sport
5	in the park.	im Park in dem Park.		other place
6	I want	Ich will	Ich möchte	mochte
7	to see	...sehen.		
8	my favourite band.	meine Lieblingsband.	meine Lieblingsgruppe	
9	We ... use	Wir benutzen	nutzen	
10	often	oft		offen
11	the internet	das Internet		
12	and listen to music online.	und hören online Musik. und hören Online-Musik.	und hören Musik online.	
13	I have ... visited	Ich habe ... besucht. Ich besuchte	besichtigt	wrong tense
14	not	Nicht		
15	the museum.	das Museum.		

Other reasonable alternative renderings of the original meaning will also be accepted. However, verbs in the wrong tense and/or person will not be credited/accepted.

Word order including Time Manner Place will be considered solely under Knowledge of vocabulary and grammar.

Once you have decided on the mark for Grid One, you should read through the translation once more and decide on the mark out of 5 for Grid Two.

This mark is not limited by the mark for Grid One, unless the mark is zero, in which case the mark for Grid Two must also be zero.

If a student leaves gaps, you must assume that any attempt would have been highly inaccurate and take this into account when awarding marks in Grid Two. Not to do so will penalise unfairly those students who make an attempt but commit serious errors in so doing.

Perfection is not required for full marks. For example, occasional missing accents and minor spelling errors do not preclude a top level mark. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for Grid Two, knowledge of vocabulary and grammar.

Exemplification of mark scheme

To exemplify the marking criteria, a range of exemplar student responses has been provided below with a commentary.

Student 1

Student 1

Ich habe viele guten Freundinnen.

Jede Woche er spielt Tennis ins Park

Ich will meine Lieblingband sehen.

Wir benutzen das Internet und hören Musik online.

Ich habe das Museum nicht besucht.

Grid One: 14 ticks = 5 marks

Grid Two: **5 marks**

All but one of the elements of the original language are rendered. There is no inversion in sentence two, but this in no way impacts on the clear transmission of the message. The student omits 'off' in sentence four. Despite a few minor errors with spelling (Freundinnen/Lieblingband), and a few slips with cases and adjectives, the student shows a very good knowledge of vocabulary and the response is highly accurate.

Student 2

✓
Ich habe Freunde.
 Diese Woche er spielt in dem Park. ✓
 Ich will mein Band sehen. ✓
 Wir benutzen offen Internet und Online-Musik hören. ✓
 Ich hab nicht der Museum besucht. ✓

Grid One: **9 ticks = 3 marks**

Grid Two: **3 marks**

Some elements of the original language are rendered well enough, but there are some omissions which prevent a number of messages from being credited (*Freunde* is translated, but *viele* and *gute* omitted, *Band* is there but without *Lieblings* and there is no attempt at the very straightforward *Tennis*.) Other errors such as *diese* for *jede* and *mochte* for *will* suggest the piece is not really generally accurate, but rather more accurate than inaccurate, with the plus points of an almost correct perfect tense.

Student 3

✓
Ich habe gute Freunde.
 Woche er spielt Tennis. ✓
 Ich mein Lieblingsband sehen ✓
 Wir die Internet die Musik. ✓
 Ich Museum nicht ✓

Grid One: **7 ticks = 3 marks**

Grid Two: **2 marks**

A number of elements of the original language are conveyed sufficiently well to be understood, but some key words are missing (*viele, jede, benutzen, hören, besuchen*), which means that many sentences are far from complete. The grammar is generally inaccurate and verbs are often missing or incorrect.

Student 4

Ich hatte viel gut Freunde.
 Jeder Woche er spielen Tennis.
 Ich will mein Lieblingsbande sehe.
 Ich haben Wlfl fur Musik.
 Ich seh die Museum.

Grid One: **6 ticks = 2 marks**

Grid Two: **1 mark**

Fewer than half of the elements of the original language are rendered, and some of those are only just transmitted. (*viel gut Freunde, ich will sehe*). Some vocabulary is not known (*besuchen*) and there are omissions of key elements like 'in the park' and the negative in sentence five. There is no attempt at the *wir* forms nor at the perfect tense and the imperfect tense is used in sentence one, where a present tense is required. There is thus limited evidence of sound knowledge of vocabulary and structures and the response is judged as highly inaccurate.

Student 5

Ich ... Freunde
 TennisPark
mein Lieblingsband
das Internet Music online
 Museum

Grid One: **3 ticks = 1 mark**

Grid Two: **0 marks**

Almost none of the elements of the original language are managed and recurring gaps demonstrate these limitations. The isolated elements *mein Lieblingsband* (sic) and *das Internet* and *Museum* can be ticked, but there really is nothing else which can be credited. The language produced does not meet the standard required for Level 1 at this tier.

Section B**Question 05**

For this question, there are three compulsory bullet points which are assessed for AO2 (10 marks) and AO3 (5 marks), as specified in the criteria below. The maximum mark for Question 5 is 15.

The student is expected to produce approximately 90 words for this task. The number of words is approximate – demonstration of the mark descriptors is more important than the word count. You must mark all work produced by the student, even if it is well beyond the suggested number of words.

All bullet points must be covered, but there is no need for equal coverage of the bullet points.

Level	Mark	AO2
5	9-10	• All three bullet points are covered. • Communication is clear. • Ideas are regularly developed with a lot of relevant information being conveyed.
4	7-8	• All three bullet points are covered. • Communication is mostly clear but perhaps with occasional lapses in clarity. • Ideas are often developed with quite a lot of relevant information being conveyed.
3	5-6	• At least two bullet points are covered. • Communication is generally clear but there are likely to be lapses in clarity. • A few ideas may be developed and some relevant information is conveyed.
2	3-4	• At least one bullet point is covered. • Communication is sometimes clear and there are regular lapses in clarity. • Little relevant information is conveyed.
1	1-2	• At least one bullet point is covered. • Communication is often not clear and there are very many lapses in clarity. • Very little relevant information is conveyed.
0	0	The content does not meet the standard required for a mark at this tier.

Notes

- There may be some imbalance in the coverage of the three compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.
- When awarding a mark, all aspects of the descriptors must be considered and not only the number of bullet points covered.

Guidance for examiners

- The information that the student gives must be clear. If what is written is unclear, this will have a bearing on the mark for AO2. For example, the student may convey information in relation to all three bullet points, but lapses in clarity may mean that a lower mark than the 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a student attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that the **maximum** mark will be 6.
- You must accept any information which is a plausible response to the bullet point, even if it does not explicitly mention, for instance, a time or place. For example, if the bullet asks what the student did last weekend, and he/she writes 'I went to see my aunt and then went to the cinema', this can feasibly be an account of what happened last weekend, even though 'last weekend' is not mentioned. Equally, if the student is asked to say what he/she does on a typical visit to a shopping centre and they write 'I buy some clothes and go to see a film', this is also an acceptable fulfilment of the task, even though 'shopping centre' is not mentioned.

The levels refer to the amount of information that is conveyed, as follows:

9-10:	a lot
7-8:	quite a lot
5-6:	some
3-4:	little
1-2:	very little

All of these have to be considered with reference to the suggested number of words, which is approximately 90. In other words, a student who writes approximately 90 words, clearly understandable and relevant to all three bullet points, will be able to achieve 10 marks, provided the other criteria are met. Conversely, a student may write much more than 90 words, but the language is so inaccurate that little or very little information is conveyed successfully and the mark will be much lower. If a student writes considerably fewer than 90 words, 'a lot of information' will not be conveyed.

- When deciding a particular mark, it is advisable to identify the level of marks first, and then consider how close the response is to the level above or to the level below. This will enable you to award an appropriate mark within the level. For example, if the response is closer to the descriptors in the level above, you would award the higher of the two marks in the level.

Level	Mark	AO3
5	5	- A good variety of vocabulary is used. - There are regular attempts at complexity of language and structure. - There are references to all three time frames which are mainly successful. - Any errors are mainly minor but some major errors may occur, particularly in complex structures and sentences.
4	4	- A variety of vocabulary is used. - There are some attempts at complexity of language and structure. - There are references to at least two different time frames which are mainly successful. - Errors are mainly minor but some major errors may occur.
3	3	- Some variety of vocabulary is used. - There may be occasional attempts at complexity of language and structure. - There are references to at least two different time frames, although these may not always be successful. - There may be some major errors, and minor errors occur regularly but overall the response is more accurate than inaccurate.
2	2	- A limited variety of vocabulary is used. - The language is mainly simple but there may be some attempts at longer sentences with appropriate linking words. - There may be no successful references to different time frames. - There may be frequent major and minor errors and overall the response is generally inaccurate.
1	1	- The range of vocabulary is narrow and/or repetitive. - The language is simple and sentences are short or may not be properly constructed. - There are no successful references to different time frames. - There may be frequent major and minor errors and overall the response is highly inaccurate.
0	0	The language does not meet the standard required for Level 1 at this tier.

Notes

- A mark of zero for AO2 automatically results in a mark of zero for AO3. Apart from that, the AO2 mark does not limit the mark for AO3.
- A **major** error is one which adversely affects communication.
- A **minor** error is one which does not affect communication.

Guidance for examiners

A mark of zero for AO2 automatically results in a mark of zero for AO3. Apart from that, the AO2 mark does not limit the mark for AO3. For example:

- If a student has only addressed 2 bullet points clearly but has produced a response that includes a good variety of vocabulary, regular attempts at complexity of language and structure, successful references to all three time frames with errors that are mainly minor and some major errors in complex structures and sentences, then a mark of 6+5 is possible.
- If a student has clearly addressed all three bullet points but has produced a response with some variety of appropriate vocabulary, occasional attempts at complexity of language and structure, references to at least two different time frames, with some major errors and minor errors occurring regularly, then a mark of 10+3 is possible.

Once you have decided on the mark for AO2, you should read through the response once more and decide on the mark for AO3. A mark of 0 for AO2 automatically results in a mark of 0 for AO3 but, apart from that, the mark for AO2 does not limit the mark for AO3. However, a short piece is unlikely to demonstrate sufficient variety for a high mark for AO3.

The whole of the response must be assessed when awarding the mark for AO3, even if some of it is irrelevant to the bullet points.

The following points should be taken into account when deciding on the mark to be awarded:

- Each level has four strands: variety of vocabulary; complexity of structures and sentences; reference to time frames; accuracy of the language. Sometimes it will be necessary to adopt a 'best fit' approach, because the four strands will not be consistently demonstrated.
- In order to score 5 marks, there **must** be reference to all three time frames (past, present and future). For 4 marks, there **must** be reference to at least two time frames. Reference to a particular time frame may be demonstrated with one example. The verb used to refer to a particular time frame need not be totally correct, provided the message is clear. These marks are not awarded automatically and the other criteria in the level are equally important. Notice that references are to **time frames**, not tenses. So, for example, the present tense usage in the following sentence is a reference to a **future** time frame: 'I'm going to the concert next week'.
- When considering the complexity of the language, you should bear in mind that a) this is the overlap question and is attempted by both Foundation and Higher students; b) that the criteria for AO3 in this question are not as demanding as the language criteria for Higher Question 3. However, for a mark of 3, 4 or 5, complex structures and sentences are **attempted**. They may not always be successful and this may lead to serious errors because of the complexity of the structure or sentence which the student attempts. Complexity may be shown in some of the following ways: different tenses; time markers; connectives; subordinate clauses; infinitive constructions. This should not be seen as a 'tick list', but rather as an indication of the definition of complexity at GCSE level.
- There is no requirement for students to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Glossary

The following glossary provides some guidance on terms used within the descriptors.

Lapse in clarity	Use of language that causes a delay in communication. For example: <i>Miene Stadt ist heißt London.</i>
Major error	An error which adversely affects communication. Some examples are: Incorrect verb forms. Incorrect use of pronoun. Examples of major errors: <i>Du mag meine Stadt.</i> <i>Gestern ich einkaufen.</i>
Minor error	An error which does not affect communication. Some examples are: Incorrect but close to correct spellings. Incorrect genders and errors of agreement. Incorrect or missing accents unless these alter the meaning. Word order errors where communication is not affected. Examples of minor errors : <i>Es gibt gut Geschäfte.</i> <i>Mann kann schwimmen gehen.</i> <i>Jede Woche ich gehe einkaufen in der Stadt.</i>
Development	A development is an additional detail, reasoning, justification and/or elaboration of ideas, accounts and/or description. It can either be a clause <i>Ich liebe meine Stadt, denn ich habe viele Freunde hier.</i> or a phrase <i>Ich wohne in einer Stadt nicht weit von London in Südostengland.</i>
Variety of language	Some examples: Different ways of expressing opinions – <i>ich mag/ich liebe/ ...gefällt mir/ich finde ...</i> Use of intensifiers. Different persons of the verb.
Complexity of language and structure	Some examples are: use of infinitive constructions (<i>zu+infinitive/um...zu clauses/modal verbs etc</i>) use of object pronouns (<i>mich/dich/sie/ihn/es etc</i>) use of connectives such as <i>denn/weil/da/obwohl</i> use of adverbs and adverbial phrases such as <i>zuerst/trotzdem/jedoch/leider/danach</i> use of negatives eg <i>nicht/nie/niemand/noch nicht.</i> use of comparative adjectives and expressions such as <i>besser als/nicht so gut wie</i> use of demonstrative adjectives <i>dieser/jener</i> use of a range of tenses (eg Perfect, Imperfect, Future, Conditional). use of subordinate clauses introduced by eg <i>weil/wenn/als/da/obwohl/wo etc</i> use of relative clauses use of coordinating conjunctions: <i>und/aber/denn/also</i> (when using longer sentences).

Question 05.1

Below is some guidance on the specific bullet points included in the question:

Bullet	Comments
• how you usually celebrate your birthday	Accept one statement about something the student does to celebrate their birthday.
• what you did to celebrate last New Year	Accept one appropriate statement re a past New Year celebration/activity. Accept any past time reference. No direct reference to 'last New Year' is required.
• what you will celebrate next year	Accept one appropriate reference to a future celebration of any sort. Accept any future time reference. No direct reference to 'next year' is needed.

The following indicative content is an example of the response that students may give to this question, which would be awarded full marks.

Wenn ich Geburtstag habe, ist es ein glücklicher Tag, weil die ganze Familie da ist und ich meinen Onkel, meine Tante und meine Großeltern sehe. Ich bekomme auch Geschenke, und das ist toll. Wir essen zusammen und machen eine kleine Party.

Letztes Jahr zu Silvester haben wir in einem Restaurant gegessen, weil meine Mutter zu viel Arbeit hatte. Das hat viel Spaß gemacht, und das Essen war lecker.

Nächstes Jahr werden wir Eid mit Familie und Freunden zu Hause feiern. Wenn das Wetter warm ist, werden wir im Garten essen.

(90 words)

[15 marks]

The following indicative content is an example of a response displaying some imbalance in the coverage of the compulsory bullet points, although all three bullet points are covered.

Mein Geburtstag ist gut und Spaß. Ich gehe aus mit meine Freunde, und wir sehen ein Film oder gehen zu ein Restaurant. Sie bringe Geschenke für mich. Das ist nett. Ein gut Restauarnt in der Stadt ist heißt Pranzo und die Kellner sind freundlich und es hat Musik.

Letzte Neujahr ich war ich auf Ferien mit meiner Familie in London und wir haben gehen zu Theater fur ein Musikal sehen.

Nächstes Jahr ich will machen ein groß Party zu Hause für mein Geburtstag. Meine Freunde kommen. Wir tanzen und essen.

(90 words)

[10 marks]

AO2

All three bullet points are addressed. Communication is for the most part clear enough to be comprehended and the intended messages are transmitted despite the recurrence of lapses in clarity which are for the most part minor. *Mein Geburtstag ist ... Spaß, Wir haben gehen zu Theater fur ein Musikal sehen* are examples of lapses, where the reader can still understand the intended message. *Sie bringe Geschenke für mich* is unclear, but the reader assumes in the context that *sie bringen* is intended. There is development of most of the initial ideas, with some added detail for all bullet points. This places the work at Level 4 (7 – 8 marks). Because of the frequency of the lapses in clarity, which are more than occasional, the work is a better fit for the lower of the two marks, and is awarded 7.

AO3

Some variety of appropriate vocabulary is used and there are some attempts to link ideas with coordinating conjunctions *und* and *oder*. Other sentences are for the most part short and simple. There are attempts at three time frames with *ich war* for BP2 and *ich will machen* for BP3. The attempt at the perfect tense is not well formed and, apart from the use of *wollen*, there are no further attempts at more complex structures. This places the work at Level 3 and it is awarded 3 marks.

This response is awarded 10 out of a possible 15 marks.

Question 5.2

Below is some guidance on the specific bullet points included in the question:

Bullet	Comments
• where you live	Accept any appropriate statement re where the student lives - house/town/village/region.
• a recent visit to a place of interest	Accept one appropriate statement re a past visit to somewhere. Accept any past time reference. No direct reference to 'recent' is required.
• what you will do in town next weekend.	Accept one appropriate reference to future activity/activities in the town/region. Accept any future time reference.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points. It would be awarded full marks.

Ich wohne in Nordostengland in einer kleinen Stadt an der Küste. Ich liebe meine Stadt, weil ich hier viele Freunde habe, und weil die Stadt alles hat, was man braucht.

In der Gegend gibt es viele historische Gebäude. Letzte Woche haben wir einen Schulausflug zu einem Schloss in Durham gemacht. Das war sehr interessant, obwohl es den ganzen Tag regnete.

Am Wochenende werde ich mit meiner Freundin einkaufen gehen. Wir werden mit der U-Bahn in die Stadt fahren und wir wollen Sommerkleidung kaufen. Es gibt viele gute Geschäfte in Newcastle.

(90 words)

[15 marks]

The following indicative content is an example of a response displaying some imbalance in the coverage of the compulsory bullet points.

Mein Stadt ist klein. Mein Stadt is neben Oxford. Es ist langweilig. Es hat ein Supermarkt und ein Pub. Der Bus spät kommen. Und ist schmutzig.

Ich spiele Football. Wir spielt in der Park. Es ist kalt sein. Ich hass das.

Sonntag ich schwimmen gehen. Ich Hausaufgaben machen.

(46 words)

[3 marks]

AO2

At only a little over half of the recommended length, this is a short and limited response to the tasks. Some basic messages are conveyed in response to BP1 and this is credited. However for BP2 there is no mention of a place of interest and no reference to a past time frame and the questionable verb form for BP3 renders the time frame of the intended message very unclear. With one bullet point addressed, we look first at Level 2, but on considering the clarity of both the initial response and the additional developments, the descriptors for Level 1 are a better fit, as the response is 'often not clear'. A mark of 2 is awarded as there are very many lapses in clarity. The mark of 2 rather than 1 recognises the fact that some basic information about the town is conveyed sufficiently clearly to be understood despite the obvious limitations.

AO3

A very limited range of vocabulary is evidenced in this response. The language is simple, the sentences short and often not well constructed. The language used is at a basic level and is often highly inaccurate. The only correct verb form is *ist*, with frequent misformed verbs elsewhere – *es habt*, *der Bus kommen*, *wir speilt*, *es ist kalt sein*, *ich schwimmen gehen*, *ich machen*. There is no past reference and an attempt at a future reference with *Sontag* doesn't work because of the incorrect present tense which follows. The work best matches the criteria for Level 1 and is awarded 1 mark.

This response is awarded 3 out of a possible 15 marks.