



GCSE GERMAN 8662/WH

Paper 4 Writing

Higher 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.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2024 AQA and its licensors. All rights reserved.

This document was informed, directly or indirectly, by use of the tool: Finlayson, N., Marsden, E., & Anthony, L. (2022). MultilingProfiler (Version 3) [Computer software]. University of York. Accessed 2023/2024 at <https://www.multilingprofiler.net/>

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.

Higher tier

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

	AO2	AO3	Total
Section A			
Question 1		10	10
Section B			
Question 2	10	5	15
Section C			
Question 3	15	10	25
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**

The translation is assessed for AO3 (10 marks) as specified in the criteria below. The maximum mark for Question 1 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 5. 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:

Dein Vorbild ist ein bekannter Fußballer.

Wenn ich jünger bin, ...

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 Umlaut unless this alters the meaning.
- Incorrect word order which does not affect the meaning.

Examples of minor errors:

Meine Vorbild ist eine bekannt Fußballerin.

In dem Ferien ich will schwimmen gehen jeden Tag.

Als ich war jünger ...

... dass meine Eltern haben einen neuen Computer gekauft.

	Element of original language	Indicative content	Alternative acceptable renderings	Reject
1	My role model	Mein Vorbild	Rollenbild	
2	is a famous football player.	ist eine/ein bekannte/r Fußballspielerin/ Fußballspieler.	berühmte/r Fußballerin/Fußballer	missing adjective
3	Many tourists visit	Viele Touristen besuchen	kommen zu ...	
4	the market	den Markt		
5	in my town.	in meiner Stadt.		
6	In the holidays	In den Ferien	Im Urlaub	
7	I would like to go swimming.	möchte ich ... schwimmen [gehen].	würde ich gern/e ich will ich	mochte ich
8	every day.	jeden Tag	täglich	
9	When I was a child,	Als ich ein Kind war	jung/klein/jünger/kleiner	Wenn Wann
10	I went to	besuchte ich habe ich besucht.	ging ich in/zu... bin ich in/zu ... gegangen.	Wrong time frame
11	a small primary school.	eine kleine Grundschule.		
12	I am happy that	Ich bin glücklich,dass...	Es freut mich, dass ... Ich bin froh,dass ...	
13	my parents	meine Eltern	meine Mutter/Mutti/Mama und mein Vater/Vati/Papa	
14	have bought	... gekauft haben. ... kauften.	Accept past participle alone as indicating the perfect tense.	Wrong time frame
15	a new computer.	einen neuen Computer.		

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 award a mark accordingly. 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 Umlauts and minor spelling errors do not preclude a top band mark. However, if there are numerous minor errors and incorrect use of Umlauts 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 for AO3, a range of exemplar student responses has been provided below with a commentary.

Student 1

√
 Mein Vorbild ist ein Fußballspieler.
 √ √ √
 Touristen besuchen den Markt in meine Stadt.
 √ √ √
 In den Ferien ich würde gerne jeden Tag schwimmen.
 √ √ √
 Als ich ein Kind war, besuchte ich eine kleine Grundschule.
 √ √ √ √
 Ich bin glücklich, dass meine Eltern haben einen neuen Computer gekauft.

Grid One: **13 ticks = 5 marks**

Grid Two: **5 marks**

Almost all elements of the original language are rendered, but there are a couple of omissions which prevent credit for part of sentence one [*bekannt* is missing] and of sentence two [*viele* is missing]. Any other errors are minor slips. There is a good knowledge of vocabulary and structures [conditional, *als*, *dass*] and the overall response is accurate, as slips with word order and cases do not impact on communication.

Student 2

√ √
 Mein Vorbild ist ein berühmter Fußballer.
 √ √ √
 Viele Touristen kommen zu dem Markt in meiner Stadt.
 √
 Ich mochte in den Ferien schwimmen gehen.
 √
 Wenn ich war Kind ich ging zu eine Gesamtschule.
 √ √ √ √
 Ich bin glücklich, dass mein Eltern haben einen neu Computer gekauft.

Grid One: **11 ticks = 4 marks**

Grid Two: **4 marks**

Only four elements of the original language are not rendered. [*Mochte* for *möchte* in sentence three cannot be credited, *jeden Tag* is missing here too, in sentence four *wenn* for *als* is not credited and *Gesamtschule* is not the right sort of school].

However, many elements of the original language are clearly transmitted. Vocabulary is sufficient for most tasks. Past time frames are managed well, and though there are a couple of slips with spelling and the word order with *dass* is not perfect, this does not negatively impact communication. The response is considered 'generally accurate with some minor errors'.

Student 3

Mein Star ist [√] bekannt Fußballspielerin.
 Viele Touristen [√] besuchen [√] den Markt [√] in [√] ein Stadt.
 Ich mag [√] schwimmen [√] jeden Tag [√] in [√] die Ferien.ove
 Als ich war ein Kind ich ging [√] kien [√] Grundschule.
 Es ist gut meine Eltern [√] gekauft [√] einen neu [√] Computer.

Grid One: **10 ticks = 4 marks**

Grid Two: **3 marks**

10 of the 15 essential messages are conveyed sufficiently well for the intended meaning to be transmitted, though the quality of the language and the syntax have shortcomings, with some inappropriate items [*ein* for *mein*, *ich mag* for *ich möchte* and *es ist gut* for *ich bin glücklich*] and some omission [*dass* is not mentioned]. *Vorbild* is not known.

The student knows some appropriate vocabulary [*Fußballspielerin*, *besuchen*, *Ferien*, *Grundschule*] and the grammar overall is slightly more accurate than inaccurate, with some correct imperfect tenses, an indication of the perfect tense with a correct past participle and the correct use of *als* for when in the past. There are quite regular major and minor errors with syntax and with spelling, so the piece fits the criteria for a mark of 3.

Student 4

Mein [√] ist [√] spielt Foosball.
 Viel Touristes [√] [√] den Markt meiner Stadt.
 In Urlaub [√] jeder Tag [√] ich [√] schwimmen gehen.
 Wann ich kind [√] ich [√] klein Schule
 Glücklich [√] kaufen [√] ein [√] Computer

Grid One: **4 ticks = 2 marks**

Grid Two: **1 mark**

Four of the original messages are conveyed. Vocabulary knowledge is limited and there are frequent gaps in the response. *Vorbild*, *bekannt*, *Fußballspieler/in*, *besuchen*, *möchte*, *als*, *Grundschule* and *Eltern* are not attempted. However, the student does manage market, in the holidays, every day and happy.

Apart from *ist* and the isolated *schwimmen gehen* and infinitive *kaufen*, there are few verbs here. There is little evidence of knowledge of grammar structures and the response is highly inaccurate with major and minor errors throughout.

Student 5

..... Fußball.

..... TouristenStadt
 √

In der Ferien Schwimmen all Tag

..... ich Kind ...klein..... Schule

Ich war Vater Computer ...kauft

Grid One: **1 tick = 1 mark**

Grid Two: **0 marks**

Just one element of the original language is managed in German and only *in der Ferien* [sic] can be credited. Many elements of the language and structure are out of reach for this student, as is indicated by the frequent sizeable gaps. There is insufficient language in context for this student to gain a mark for knowledge of vocabulary and grammar, as the response consists largely of unconnected words.

Section B**Question 02**

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 2 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 bullets.

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 two 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 a 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 02.1

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.

This is a possible response (indicative content):

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.

This is a possible response (indicative content):

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 2.2

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.

This is a possible response (indicative content):

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.

This is a possible response (indicative content):

Mein Stadt ist klie. Mein Stadt is neben Oxford. Es ist langweilig. Es habt ein Supermarkt und ein Pub. Der Bus spat kommen. Und ist schmutzig.

*Ich speile Football. Wir speilt in der Park. Es ist kalt sein. Ich hass das.
Sontag 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.

Section C

Question 03

For this question there are two compulsory bullet points, which are assessed for AO2 (15 marks), and AO3 (10 marks), as specified in the criteria below. The maximum mark for Question 3 is 25.

The student is expected to produce approximately 150 words over the whole question. 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.

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

Level	Mark	AO2
5	13-15	- A lot of information is conveyed in relation to the task. - Regular successful development of ideas, accounts and/or description. - Communication is clear with very few or no lapses in clarity.
4	10-12	- Quite a lot of information is conveyed in relation to the task. - Regular attempts at development of ideas, accounts and/or description which are mostly successful. - Communication is mostly clear but there are a few lapses in clarity.
3	7-9	- An adequate amount of information is conveyed in relation to the task. - Some successful development of ideas, accounts and/or description. - Communication is usually clear but there are some lapses in clarity.
2	4-6	- Some information is conveyed in relation to the task. - A little development of ideas, accounts and/or description. - Communication is sometimes unclear and there are regular lapses in clarity.
1	1–3	- A limited amount of information is conveyed in relation to the task. - Very limited or no development of ideas, accounts and/or description. - Communication is often unclear and there are frequent lapses in clarity.
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 two compulsory bullet points but, provided at least some coverage of both 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.
- A student who conveys information in relation to only one bullet point can score a **maximum** of 12 marks for AO2.

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 the mark for AO2. However, as the bullet points are much more open-ended, there is scope for students to include information which is still relevant but not in direct response to a bullet point. For example, when addressing a bullet point requiring a response about a past holiday, students may refer to where they might go on a future holiday. Any information which cannot be deemed at all relevant must be ignored when awarding the mark for AO2.
- As with the overlap question, you must accept, as an accomplishment of the task, any plausible response to a bullet point, even if an element such as time or place is missing.
- In order to score a mark of 13 or more for AO2, both bullet points must be covered. However, there is no requirement for an equal coverage of both bullet points.
- Provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.
- The levels refer to the amount of information that is conveyed, as follows:
 - 13-15: a lot
 - 10-12: quite a lot
 - 7-9: an adequate amount
 - 4-6: some
 - 1-3: a limited amount

All of these have to be considered with reference to the recommended number of words which is approximately 150. In other words, a student who writes approximately 150 words, clearly understandable and conveying a lot of information relating to both bullet points, will be able to achieve 15 marks provided the other criteria are met. Conversely, a student may write much more than 150 words, but the language is so inaccurate that only a limited amount of information is conveyed successfully. If a student writes considerably fewer than 150 words, 'a lot of information' will not be conveyed.

- Once the correct level has been decided upon, the middle mark in the level will be given to a student whose writing fits the level well. If the level above was a consideration, then award the higher of the three marks; if the level below was a consideration, then award the lower of the three marks.

In this question, the marks for AO3 are split between Range and use of language (Grid 1) and Accuracy (Grid 2). There is a maximum of five marks for each of these criteria, making a total of 10 marks for AO3 in this question.

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

Grid one: Range and use of language

Level	Mark	AO3 (Range and use of language)
5	5	- Very good variety of appropriate vocabulary and grammatical structures. - Complex language is regularly attempted and is often successful.
4	4	- Good variety of appropriate vocabulary and grammatical structures. - Complex language is regularly attempted and is generally successful.
3	3	- Some variety of appropriate vocabulary and grammatical structures. - Complex language is occasionally attempted and is sometimes successful.
2	2	- Little variety of appropriate vocabulary and grammatical structures. - Short and simple structures are often used but there is also regular use of longer sentences, with linking words.
1	1	- Very little variety of appropriate vocabulary. - Structures used are mainly short and simple.
0	0	The range of language produced does not meet the standard required for a mark at this tier.

Grid two: Accuracy

Level	Mark	AO3 (Accuracy)
5	5	- The response is usually accurate, although there may be occasional major and some minor errors, especially in attempts at more complex structures. - Verbs and tense formations are secure.
4	4	- The response is generally accurate with several major and minor errors, usually in attempts at more complex structures. - Verbs and tense formations are generally correct.
3	3	- The response is reasonably accurate. There are major and minor errors in both simple and complex structures. - Verb and tense formations are sometimes correct.
2	2	- The response is more inaccurate than accurate. There are frequent major and minor errors. - Verb and tense formations are often incorrect.
1	1	- The response is mostly inaccurate. There are major and minor errors in all sentences. - Verb and tense formations are nearly always incorrect.
0	0	The accuracy of language produced does not meet the standard required for a mark 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 a one which adversely affects communication.
- A **minor error** is one which does not affect communication.

Guidance for examiners

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

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

- For AO3 Range and use of language there are two strands: variety of vocabulary and structures and complexity of sentences. For a mark of 5, there will be good evidence that the criteria for both strands have been met comfortably. Sometimes it will be necessary to adopt a 'best fit' approach, because the two strands will not be consistently demonstrated.
- There must be more complex sentences for the student to score 3 marks or more. See Glossary below. This should not be seen as a 'tick list', but rather as an indication of the definition of complexity at GCSE level.
- For the award of 5 marks for AO3 Accuracy, the writing need not be perfectly accurate. There may be occasional errors in attempts at more complex language, but these will be infrequent.
- For a piece of writing that contains a good number of errors, a useful starting point will be to decide whether overall it is more inaccurate than accurate. If it is, then the **maximum** mark will be 2.
- A major consideration in awarding marks for Accuracy is correctly formed verbs and tense formations. All verbs and tense formations should be considered here but as there are only two bullet points in this question, only two time frames will be elicited. While some students will develop their ideas and, in doing so, use a third time frame and different tenses, there is not the same requirement as there is in Foundation Question 5/Higher Question 2 to refer to all three time frames.

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>Ich möge meine Stadt.</i> <i>Am Samstag 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 Umlauts 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/schließlich</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/ebenso alt wie</i> use of demonstrative adjectives <i>dieser/jener</i> use of a range of tenses (eg Perfect, Imperfect, Pluperfect, Future, Conditional). use of subordinate clauses introduced by eg <i>weil/wenn/als/da/obwohl/wo/nachdem etc</i> use of relative clauses use of coordinating conjunctions: <i>und/aber/denn/also</i> (when using longer sentences).

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.

Question 03.1

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

Bullet	Comments
• what you like or dislike about your school life	Accept one statement re a positive or a negative aspect of the student's school life.
• what your plans are for the future	Accept one feasible statement relating to the student's future plans of any sort. [study/travel/employment etc]

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

Ich finde mein Schulleben meistens nicht schlecht, obwohl wir immer zu viel Schularbeit und zu viele Hausaufgaben haben. Dieses Jahr ist das besonders schlimm, weil wir im Sommer wichtige Prüfungen haben werden. Meine Schule ist nicht zu groß, deshalb kenne ich die meisten Leute und ich finde die Stimmung freundlich. Es gibt einige Aspekte, die mir gar nicht gefallen. Erstens die Uniform, die ich schrecklich altmodisch und unbequem finde. Ein weißes Hemd ist nicht sehr praktisch für einen langen Schultag. Zweitens finde ich einige Schulregeln echt blöd. Warum dürfen wir während des Unterrichts nicht auf die Toilette gehen? Das ist nicht normal.

Ich möchte nächstes Jahr Abitur machen. Danach habe ich keine Lust, sofort auf die Uni zu gehen und weiterzustudieren. Ich würde gerne eine Pause machen, ins Ausland fahren und vielleicht eine Arbeit finden, damit ich mein eigenes Geld verdienen kann. Später will ich Medizin studieren und Arzt werden.

(150 words)

[25 marks]

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

Mein Leben in der Schule ist meistens OK, aber ich habe zu viel Hausaufgaben und ich finde das schwierig. Die Lehrer in meiner Schule sind nicht schlecht, aber der Mathelehrer, Herr Schmidt ist sehr streng und oft böse. Ich hasse das, weil ich finde Mathe kompliziert, und verstehe nicht sehr viel. Unsere Kantine ist ein Problem auch weil das Essen ist teuer und nicht sehr gut. Es gibt nicht oft Pommes und sie wollen uns gesund Essen zu essen. Ein anderes Problem ist dass der Tag beginnt früh und ich musste um halb sieben stehen auf. Ich hat kein Ziet zu essen das Frühstück und ich habe Hunger und ich bin offen müde. Ich habe nette Freunde in der Schule und auch eine schöne Freundin, so das ist positive.

In die Zukunft ich will Schule verlasse. Ich bin interessiert in Autos und ich will arbeiten in einer Fabrik von Autos.

(150 words)

[18 marks]

AO2

Quite a lot of information is conveyed here, and the communication of messages, despite some imperfections, is generally clear. There are some lapses in clarity, for example *sie wollen uns gesund Essen zu essen, ich musste um halb sieben stehen auf, ich bin offen müde, ich musste um halb sieben stehen auf, Dann ich hat kein Ziet zu essen das Frühstück, Ich bin interessiert in Autos* which cause some slight hesitation in comprehension. There are quite regular attempts at development of ideas which are for the most part successful, with some lapses as referred to above. This places the work at Level 4. Given the combination of clearly-expressed and developed messages and those which are less clear, a mark of 11 is awarded, which is in the middle of the range available at this level.

AO3 Range and use of language

The student at times shows some variety of language including the use of conjunctions *und* and *aber* to extend sentences. Attempts at complex language with *weil*, *dass* and modals such as *weil ich finde Mathe sehr schwierig, dass der Tag beginnt fruh, ich will Schule verlasse* are not fully successful. For this reason a mark of 3 is awarded.

AO3 Accuracy

The response is reasonably accurate overall. There are only infrequent errors in basic language. Most slips occur with verb structures, and with the exception of *ich musste um halb sieben stehen auf* and *Dann ich hat kein Ziet zu essen*, most of these occur in the attempt to use more complex language. This being so, the response best matches the criteria for award in Level 4 of 4 marks.

This response is awarded 18 marks out of a possible 25 marks.

Question 03.2

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

Bullet	Comments
• the positive or negative aspects of being a celebrity	Accept one statement re a positive or negative aspect of being a celebrity.
• a celebrity you would like to meet	Accept one statement about a celebrity the student would like to meet.

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

Wenn man ein Star ist, muss es bestimmt viele Vorteile geben. Weil man bekannt ist, verdient man viel Geld und kann alles kaufen, was man haben will. Das wäre so toll! Auf der anderen Seite haben Stars vielleicht trotzdem kein sehr glückliches Leben. Sie müssen die ganze Zeit weltweit reisen und arbeiten und haben nicht viel Zeit, mit Freunden und Familie zu verbringen. Auch sind Journalisten immer ein Problem. Ich denke, das kann ein hartes Leben sein.

Ich möchte eines Tages meinen Lieblingsstar, den König Charles treffen und würde gern mit ihm über sein Leben und seine Arbeit für die Umwelt sprechen, denn er interessiert sich sehr für Tiere und macht viel, um die Umwelt zu schützen. Ich finde ihn intelligent, und er kann auch witzig sein. Meiner Meinung nach hat er kein einfaches Leben, obwohl er reich ist, denn sein Sohn Harry und seine ganze Familie haben viele Probleme.

(150 words)

[25 marks]

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

Stars sind bekannt und reich und ich denke sie hat ein wunderbares Leben. Wenn man ist ein Schauspieler oder ein Sänger in eine Band oder ein Fußballer oder ein Künstler man kann alles kaufen. Ich wurde schnelle Autos und ein fantastisches Haus mit Schwimmbad und Kino habe, wenn ich ein Star war. Stars kann privates Fluzeuge habe zu reisen in die Welt und auch tolle Designerkleidung kaufen das ist teuer. Aber Journalisten sind ein Problem für Stars. Sie machen Fotos und dein Bild ist in die Zeitung und du hast kein privat Leben. Und wenn man ist nicht nach Hause man kann sein Familie und Freunde nicht sehe und das ist traurig wenn man ist allein.

Meine Lieblingsstar ist Margot Robbie. Sie ist eine gute Schauspieler und macht viel Filme. Sie ist schön und auch sehr nett und freundlich. Ich möchte gern Margot treffen und wir können gehen einkaufen zusammen.

(150 words)

[17 marks]

AO2

A fair amount of information is conveyed in the response and, while communication is often clear, there are a few stumbles in the ease of communication due to lapses in clarity. Some examples of less assured communication are: *Ich wurde schnelle Autos und ein fantastisches Haus mit Schwimmbad und Kino habe, wenn ich ein Star war, Stars kann ... auch tolle Designerkleidung kaufen das ist teuer, wenn man ist nicht nach Hause...*

There is some development of initial ideas and many sentences are extended to include further information. The response best matches the descriptors for Level 4 and a mark of 10 is awarded.

AO3 Range and use of language

There is some variety of appropriate vocabulary and grammatical structure in this response. This includes the use of *und*, *aber* and *oder* to develop sentences. There are also attempts to use *wenn*, the conditional and a relative clause, which are less successful and contribute to the lapses in clarity referred to above. As there is good evidence of the key descriptors for Level 3, a mark of 3 is awarded.

AO3 Accuracy

While basic verb forms are usually correct – *Stars sind bekannt, ich denke, sie machen Fotos, ich will treffen*, errors are more frequent when the student aims at more complex structures with the conditional *Ich wurde schnelle Autos und ein fantastisches Haus mit Schwimmbad und Kino habe, wenn ich ein Star war* and modal verbs *man kann sein Familie und Freunde nicht sehe, Stars kann privates Fluzeuge habe zu reisen*. Other errors are minor and arise from slips with cases, adjectives and a few misspellings. The response is awarded 4 to reflect the general accuracy and the errors with complex structures.

This response is awarded 17 out of a possible 25 marks.