



GCSE
GERMAN
8662/WF

Paper 4 Writing
Foundation tier

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 junge Leute. Es gibt vier Freunde. Es gibt drei Mädchen. Wir sind mit Freunden.	vier Personen Gibt es vier Personen. Der ist vier Personen.	Leute Freunde
	Sie essen Kuchen. Sie essen. Wir essen Kuchen.	Kuchen essen Sie sind essen Kuchen. ein Kuchen	Essen/essen Kuchen
	Es ist ein Geburtstag. Du hast Geburtstag.	ein Geburtstagsgeschenk	Geburtstag
	Sie sind in der Küche. Wir sind in der Küche.	Sein in der Küche. eine Küche	Küche
	Sie sind glücklich. Du bist glücklich. Wir lachen.	Sind sie glücklich	glücklich

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	<ul style="list-style-type: none"> All five bullet points are covered. Communication is clear.
4	4	<ul style="list-style-type: none"> At least four bullet points are covered. Communication is mostly clear. There are occasional lapses in clarity.
3	3	<ul style="list-style-type: none"> At least three bullet points are covered. Communication is generally clear. There are several lapses in clarity.
2	2	<ul style="list-style-type: none"> At least two bullet points are covered. Communication is sometimes clear. There are regular lapses in clarity.
1	1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • There is a variety of vocabulary and grammatical structures. • There may be some errors, but these are minor.
4	4	<ul style="list-style-type: none"> • There is some variety of vocabulary and grammatical structures. • There are frequent minor errors but with an occasional major error.
3	3	<ul style="list-style-type: none"> • There is some attempt at a variety of vocabulary and grammatical structures. • There are frequent minor errors, together with some major errors.
2	2	<ul style="list-style-type: none"> • There is use of limited or repetitive vocabulary and grammatical structures. • There are frequent minor errors and a number of major errors.
1	1	<ul style="list-style-type: none"> • 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 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>
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 gehen einkaufe. Die Leute das wohnen 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 3 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 5 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 town	Accept one statement/opinion about the town. Accept references to a village. Accept any tense.
• The people	Accept one statement/opinion about the people. Accept any tense.
• The shops	Accept one statement/opinion about the shops. Accept any tense.
• The weather	Accept one statement about local weather. Accept any tense.
• What there is to do.	Accept one statement about possible activities. 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.

Ich wohne in Manchester. Meine Stadt ist groß und schmutzig. Die Leute sind freundlich. Wir haben viele Geschäfte und ein modernes Einkaufszentrum. Ich liebe Einkaufen. Das Wetter hier ist manchmal kalt, aber im Sommer ist es schön. Man kann ins Kino gehen und Fußball spielen. Es gibt Hotels und Restaurants.

(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 Ich (1 mark)

3.3 altes (1 mark)

3.4 Die (1 mark)

3.5 gespielt (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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Good knowledge of vocabulary. Some inappropriate or omitted items. Grammar is generally accurate with regular minor errors.
3	3	<ul style="list-style-type: none"> Satisfactory knowledge of vocabulary. Regular inappropriate or omitted items. Grammar is more accurate than inaccurate. Regular major and minor errors.
2	2	<ul style="list-style-type: none"> Limited knowledge of vocabulary. Many inappropriate or omitted items. Grammar is generally inaccurate. Many major and minor errors.
1	1	<ul style="list-style-type: none"> Very limited knowledge of vocabulary. Few appropriate items.

		<ul style="list-style-type: none"> 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 ein Handy for Ich habe ein Handy.
Ich kaufe Obst am Markt.
Ich mochte mit Tieren arbeiten.

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:

Am Wochende meine Scwester geht zum Kino.
Zu Geburtstag ich habe oft einen Party.
Am Samstag wir gehen gern in die Stadt.

	Element of original language	Indicative content	Alternative acceptable renderings	Reject
1	I have	Ich habe		wrong tense
2	a mobile phone.	ein Handy.	ein Telefon/ein Mobiltelefon	
3	At the weekend	Am Wochenende	Jedes Wochenende	
4	my sister goes	geht meine Schwester	meine Schwester geht	other family member
5	to the cinema.	ins Kino.	zum Kino zu dem Kino	nach dem Kino
6	I would like	Ich möchte	Ich will Ich würde gern/e	mochte
7	to work	...arbeiten.	eine Arbeit ... haben. einen Job ... haben.	
8	with animals.	mit Tieren	mit Haustieren	
9	On my birthday	An meinem Geburtstag	Für meinen Geburtstag Zum/Am Geburtstag	other festival
10	I ... have	habe ich	mache ich ich mache ich habe	wrong tense
11	Oft	oft		offen
12	a party.	eine Party.	eine Feier. ein Fest.	eine Partei
13	I have bought	Ich habe ... gekauft. Ich kaufte	Ich habe gekauft ...	wrong tense
14	fruit	Obst		Gemüse
15	at the market.	auf dem Markt	An dem/in dem/am/im Markt	

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

[√]
Ich habe ein Handy.
[√] [√] [√] [√]
Am Wochenende meine Schwester geht ins Kino
[√] [√] [√]
Ich möchte arbeiten mit Tiere.
[√] [√] [√]
Zu Geburtstag mache ich eine Party.
[√] [√] [√]
Ich kaufte Obst im Markt.

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 2, but this in no way impacts on the clear transmission of the message. The student omits 'off' in sentence 4. Despite a few minor errors with spelling (Wochende/Geburstag), 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 haben eine Handy.
[√] [√] [√] [√]
An dem Wochenenden geht mein Schwester zum Kino.
[√] [√]
Ich wolle mit Tiere anbieten.
[√] [√] [√]
Ich macht offen ein Party für mein Geburtstag.
[√] [√] [√]
Ich Obst am Markt gekauft.

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

Grid Two: **3 marks**

Most elements of the original language are rendered well enough to be comprehended, with only two which are not transmitted at all ('wolle' for 'möchte', 'offen' for 'off'). The response is however not generally accurate given the quite frequent errors with verb forms (missing auxiliary verb, 'haben' for 'habe', 'macht' for 'machen'). Overall it is considered to be more accurate than inaccurate.

Student 3

✓
 Ick hatten eine Handy.

✓ ✓
 Miene Swester gehe nach Kino.

✓ ✓
 Ich will arbeite

✓ ✓
 Fur mein Gebutstag ich ein Partei haben.

Ich Gemoos Supermarket.

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

Grid Two: **2 marks**

Some elements of the original language are conveyed sufficiently to be understood. Some key vocabulary is missing ('am Wochenende', 'mit Tieren', 'kaufen'), grammar is generally inaccurate and verb forms are usually incorrect.

Student 4

✓
 Ich habe ein Mobile.

✓ ✓
 Im Samstag mein Scwester geht zu Kino.

Ich arbeite mit Hunde.

✓
 Ich haben eine Partei am Gebortag.

Ich kaufen Apfel.

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

Grid Two: **1 mark**

Not many elements of the original language are rendered, and some of those are only just transmitted. ('Ich habe', 'meine Scwester geht zu Kino', 'am Gebortag'). Some vocabulary is not known and 'often' is omitted. Some messages are not attempted. There is thus a very limited knowledge of vocabulary and structures and the responses are highly inaccurate.

Student 5

✓
 Ich ... Handy

Ein Sister Filme

.....Arbeit

✓
 Ich ein Party

Market kauft

Grid One: **2 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 nouns 'Handy' and 'Party' can be ticked, but there 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	<ul style="list-style-type: none"> All three bullet points are covered. Communication is clear. Ideas are regularly developed with a lot of relevant information being conveyed.
4	7-8	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 3 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 shwimmen 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 05.1

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

Bullet	Comments
<ul style="list-style-type: none"> where you spend the holidays 	Accept one statement about a place where the student spends holidays
<ul style="list-style-type: none"> something you did in the holidays last year 	Accept one appropriate statement re past activities during the holidays. Accept any past time reference. No direct reference to 'last year' is required.
<ul style="list-style-type: none"> your plans for the summer holidays. 	Accept one appropriate reference to a future holiday/activities during the holidays. Accept any future time reference. No direct reference to 'this summer' or 'next summer' is required.

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.

<p><i>In den Ferien fahre ich gern nach Spanien, weil das Wetter schön ist. Man kann in der Sonne liegen, schwimmen gehen und gut essen. Ich kann auch ein bisschen Spanisch sprechen.</i></p> <p><i>Letztes Jahr bin ich zu Hause geblieben. Ich habe oft mit meinen Freunden Tennis oder Fußball gespielt, weil es sonnig war. Wir haben viele Filme gesehen. Das war toll.</i></p> <p><i>Diesen Sommer werde ich mit meinem Onkel nach Nordengland fahren. Wir werden in einem Ferienhaus an der Küste wohnen. Wir wollen auf dem Land wandern, obwohl das Wetter kalt ist.</i></p> <p>(90 words)</p>	[15 marks]
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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.

<p>This is a possible response (indicative content):</p> <p><i>In die Ferien ich fahre nach Spanien, weil das Wetter ist gut. Du kann liegst in der Sonne oder gehen schwimmen. Ich lernte Spanisch so ich kann sprechen mit Leuten. Spanien ist gut auch, weil das Essen ist lecker. Ich liebe Pizzas.</i></p> <p><i>Letztes Jahr ich habe in dem Haus geblieben. Ich habe gespielt Tennis mit Freunden. Das war sehr gut.</i></p> <p><i>Diesen Sommer ich suche einen Job und verdiene Geld. Ich will zu einem Auto kaufen. Ich will zu arbeiten in der Café am Strand. Ich denke es ist Spaß.</i></p> <p>(89 words)</p>	[12 marks]
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AO2

All three bullet points are covered. Communication is mostly clear and the intended messages are transmitted despite the recurrence of lapses in clarity, which are for the most part minor. *‘du kann liegst’, ‘du kann gehen schwimmen.’, ‘Ich will zu einem Auto kaufen.’, ‘Ich habe in dem Haus gebleiben.’* The student develops initial ideas for all bullet points, with quite a lot of additional information conveyed for bullet points one and three. This places the work at level 4 (7 – 8 marks). Since a lot of information, rather than quite a lot, is conveyed the work is closer to the level above than the level below, so a mark of 8 would be awarded.

AO3

Some variety of appropriate vocabulary is used and there are some attempts at complexity of language and structure [with attempts at *weil* and at modal verb use]. There are attempts at three time frames. Though these are not always fully successful, we note correct present and imperfect tenses and future time frames formed with time expressions+ present tense or with *wollen*. The attempts at the perfect tense are not well formed, but are sufficient to convey the intended message. This places the work at level 4 and it is awarded 4 marks.

This response is awarded 12 marks out of a possible 15 marks.

Question 5.2

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

Bullet	Comments
<ul style="list-style-type: none"> a typical school day 	Accept one statement re the school day.
<ul style="list-style-type: none"> something you did at school recently 	Accept one appropriate statement re a past activity at school. Accept any past time reference. No direct reference to ‘recently’ is required.
<ul style="list-style-type: none"> what you will do in September. 	Accept one appropriate reference to plans for September/next school year, whether plans to study, work or travel. 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.

Die Schule beginnt um halb neun und endet um drei Uhr. Ich finde den Tag lang und ich bin müde, wenn ich nach Hause komme. Die Mittagspause ist zu kurz!

Gestern habe ich Englisch gelernt. Am Nachmittag hatte ich Sport. Das ist mein Lieblingsfach. Mein Sportlehrer ist toll. Ich mag seine Stunden, weil wir oft Basketball spielen.

Nächstes Jahr werde ich in der Schule bleiben. Ich will Mathe, Biologie und Sport lernen, weil ich diese Fächer liebe. Ich hoffe, ich werde gute Noten bekommen und dann auf die Uni gehen.

(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.

Schule beginne am neun. Ich gehe am drei zu Hause. Die Schultag sein zu lang. Ich bin mude und es ist Stress. In dem Morgen wir haben zwie Studnen und zwie in dem Nachmittag. Mittagspause ist nicht lange und habe ich eine halbe Stunde zu essen.

In Schule ich lerne Englisch und Sport aber Ich hasse Englisch und Gesichte.

In September ich nicht gehen zu Schule. Ich arbeiten in der Stadion.

(71 words)

[7 marks]

AO2

There are frequent lapses in clarity with language such as *am drei zu Hause*, *die Schultag sein zu lang*, *es ist Stress*, *ich nicht gehen zu Schule*. Bullet point 2 is not adequately addressed, as there is no reference to a past activity at school. This places the work at level 3 as it clearly conveys some information, but with the lapses in clarity referred to above. Given that two of the three bullet points are addressed and that development of ideas is limited, a mark of 5 is awarded, as the work seems closer to the level below.

AO3

A limited variety of vocabulary is evidenced in this response. We note however the occasional use of *und* and *aber* to link basic ideas together. There is no attempt at complex language and structure. The language used remains largely at a simple level. The present tense forms are a mix of correct and incorrect (*Ich bin*, *wir haben*, *ich hasse*, *ich lerne* but *Schule beginne*, *der Schultag sein zu lang*, *ich nicht gehen* and *ich arbeiten*). There is no past reference and a future reference is not well managed with *In September ich nicht gehe zu Schule*. The work best matches the criteria for the award of marks at level 2 and is awarded 2 marks.

This response is awarded 7 marks out of a possible 15 marks.