



GCSE
GERMAN
8662/WH

Paper 4 Writing
Higher 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.

Higher tier

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

	A02	A03	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	<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. Grammar is highly inaccurate. Major and minor errors in all or almost all sentences.
0	0	<ul style="list-style-type: none"> 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 musst hart arbeiten for Ich muss hart arbeiten.
Letztes Jahr wir kaufen ein Auto.

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 Lieblingsfach ist Erdkunde.
Meine Mienung nach ...
Er spielt gern Compterspielen.
Wenn er hat Zeit, mein Bruder spielt ...

	Element of original language	Indicative content	Alternative acceptable renderings	Reject
1	This year	Dieses Jahr		
2	geography is	ist Erdkunde	Geographie Geografie Erdkunde ist	other school subjects
3	my favourite subject.	mein Lieblingsfach. mein bestes Fach	meine Lieblingsstunde	Subjekt
4	In my opinion	Meiner Meinung nach	Meiner Ansicht nach Ich denke/Ich finde/Ich meine Ich bin der Meinung, dass In meiner Meinung	
5	it is very important	ist es sehr wichtig,	echt wichtig/total wichtig	
6	to have many friends.	viele Freunde zu haben.	Freundinnen	
7	I must work hard	Ich muss hart arbeiten,	fleißig arbeiten viel arbeiten viel Arbeit machen	
8	in order to get	um ... zu bekommen/haben/kriegen.	damit ich ... bekomme/habe/kriege. damit ich ... bekommen kann.	
9	good marks in the exams.	gute Noten in den Prüfungen.	Examen Klassenarbeiten.	Marken
10	When he has time	Wenn er Zeit hat,	Wenn er hat Zeit,	Als/Wann
11	my brother likes to play	spielt mein Bruder gern	mein Bruder spielt gern mag mein Bruder... spielen. gefällt es meinem Bruder... zu spielen	möchte
12	computer games.	Computerspiele.	Spiele am/auf dem Computer Videospiele.	
13	In April	Im April	In April	other month
14	we bought a new house	haben wir ein neues Haus ... gekauft. kauften wir	wir haben gekauft ein neues Haus	
15	in the town.	in der Stadt		

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 accents and minor spelling errors do not preclude a top band 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 for AO3, a range of exemplar student responses has been provided below with a commentary.

Student 1

Erdkunde ist mein Lieblingsstunde dieses Jahr. ✓ ✓ ✓
 Meiner Meinung nach es ist sehr wichtig viele Freundinnen zu haben. ✓ ✓ ✓
 Ich musste hart arbeiten, um guten Noten in Prüfung zu haben. ✓ ✓ ✓
 Wenn er hat Zeit, mein Bruder spielt gern Videospiele. ✓ ✓ ✓
 Im April wir haben ein neu Haus in die Stadt gekauft. ✓ ✓ ✓

Grid One: **14 ticks = 5 marks**

Grid Two: **5 marks**

Almost all elements of the original language are rendered. Most errors are minor. The only significant error is 'musste', where the intended message is not accurately communicated because of the tense. There is a good knowledge of vocabulary and structures ['zu' + infinitive, um...zu clause, 'wenn' with correct word order, the use of 'gern' and a correct perfect tense] and the overall response is accurate, as errors with word order and cases do not impact on communication.

Student 2

Diese Jahr meine Lieblingsfach ist Erdkunde. ✓ ✓ ✓
 ich denke, dass es sehr wichtig ist, zu Freunde haben. ✓ ✓ ✓
 Ich muss gut arbeiten um zu bekommen gute Marken. ✓ ✓ ✓

Als er Ziet hat, spielen meine Bruder Computer Spiele.

In April wir kauften ein neue Hause in der Stadt.

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

Grid Two: **4 marks**

Only four elements of the original language are not rendered. 'Viele' is omitted in sentence 2 and the student mistranslates 'marks' as 'Marken' and doesn't attempt 'in the exams' in sentence 3. In sentence 4 'als' is used instead of 'wenn' and the plural verb 'spielen' coupled with 'meine' also means that that intended message is not conveyed. However, many elements of the original language are clearly rendered. The modal verb and a past time frame are managed well, so despite slips with 'um...zu' and word order, which do not negatively impact communication, the response is considered 'generally accurate'.

Student 3

Dies Jahr Geografie ist mein beste Fach.

Meine Meinung ist es ist gut zu haben veile Freunden.

Ich muss arbeiten viel zu gut Noten haben,

Er hat Zeit mein Brüder spilt Videospiele.

Im April wier kaufen ein Haus in Stadt.

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

Grid Two: **3 marks**

Ten of the fifteen 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 ('spilt Videospiele', 'wier kaufen', 'gut' for 'wichtig') and some omission ('wenn' is not mentioned).

Overall the grammar is more accurate than inaccurate and there are quite regular major and minor errors.

Student 4

Erdkunde ist sehr gut.

Es ist zu Freundinnen haben.

Ich zu um zu haben gut Noten in Examen.

Wann er haben mein Bruder liebt Computer Spiele zu spielen.

In April wir gekauft ein neue Haus in das

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

Grid Two: **2 marks**

Seven of the original messages are conveyed. Vocabulary knowledge has limitations and ‘this year’, ‘favourite subject’, ‘in my opinion’, ‘important’, ‘I must work hard’, ‘many’, ‘time’ and ‘town’ are not known. Grammar is often inaccurate and there are some major as well as some minor errors.

Student 5

Mein Lieblingssubject ist [√] Geografie [√] dies Jahr.

In miene Denken Freunde ist wichtig.

Ich arbeite zu gute Noten zu bekommen. [√]

Wenn er hat Zeit mein Brudder mag Computergames spielen.

Wir kaufen ein Hause

Grid One: **5 ticks = 2 marks**

Grid Two: **2 marks**

Five elements of the original language are sufficiently well rendered to be credited. These are ‘ist Geografie’ and ‘dies Jahr’ in sentence 1, ‘zu bekommen’ [despite the missing ‘um’] in sentence 3, ‘wenn er hat Zeit’ and ‘mein Brudder mag spielen’ in sentence 4. This means ‘few’ elements are clearly translated, because of inaccuracy, some omissions and limitations in the knowledge of some key vocabulary. The piece is seen as ‘generally inaccurate’.

Student 6

[√]
Dises Jahr mien Fach ist

..... es ist Freunde haben.

Arbeiten hart zu gut Note

.....mien Bruder spiele Computerspiele. [√]

[√]
In April kaufen ein Haus.

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

Grid Two: **1 mark**

Few elements of the original language are managed in German. ‘dises Jahr’, ‘Computerspiele’ and ‘in April’ are credited, but many elements of the language and structure are out of reach for this student, as is indicated by the frequent gaps. The response is seen as being ‘highly inaccurate’.

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	<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 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
<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/ future 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.

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.

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.

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.
(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.

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.

Letztes Jahr ich habe in dem Haus geblieben. Ich habe gespielt Tennis mit Freunden. Das war sehr gut.

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.
(89 words)

[12 marks]

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 gebeleiben.’* 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 02.2

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, the 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 award of marks at level 2 and is awarded 2 marks.

This response is awarded 7 marks 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • Very good variety of appropriate vocabulary and grammatical structures. • Complex language is regularly attempted and is often successful.
4	4	<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and grammatical structures. • Complex language is regularly attempted and is generally successful.
3	3	<ul style="list-style-type: none"> • Some variety of appropriate vocabulary and grammatical structures. • Complex language is occasionally attempted and is sometimes successful.
2	2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The response is more inaccurate than accurate. There are frequent major and minor errors. Verb and tense formations are often incorrect.
1	1	<ul style="list-style-type: none"> 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 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.

<p>Complexity of language and structure</p>	<p>Some examples are:</p> <p>use of infinitive constructions (zu+infinitive/um...zu clauses/modal verbs etc)</p> <p>use of object pronouns (mich/dich/sie/ihn/es etc)</p> <p>use of connectives such as denn/weil/da/obwohl</p> <p>use of adverbs and adverbial phrases such as zuerst/trotzdem/jedoch/leider/danach/schließlich</p> <p>use of negatives eg nicht/nie/niemand/noch nicht.</p> <p>use of comparative adjectives and expressions such as besser als/nicht so gut wie/ebenso alt wie</p> <p>use of demonstrative adjectives dieser/jener</p> <p>use of a range of tenses (eg Perfect, Imperfect, Pluperfect, Future, Conditional).</p> <p>use of subordinate clauses introduced by eg weil/wenn/als/da/obwohl/wo/nachdem etc</p> <p>use of relative clauses</p> <p>use of coordinating conjunctions: und/aber/denn/also (when using longer sentences).</p>
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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
<ul style="list-style-type: none"> • why free time is important 	<p>Accept one statement about why free time/free time activities are important.</p>
<ul style="list-style-type: none"> • how you would spend your ideal weekend. 	<p>Accept one feasible statement about the student's ideal weekend.</p>

The following indicative content 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.

Meiner Meinung nach ist es sehr wichtig, genug Freizeit zu haben, damit man sich entspannen und den Druck der Schule vergessen kann. Besonders dieses Jahr, wenn wir Prüfungen haben und so viel lernen müssen, brauchen wir ab und zu Ruhe.

Für mich spielen Sport und Freunde die wichtigste Rolle in meinem Leben und, wenn ich keine freien Stunden hätte, wäre es unmöglich, Sport zu treiben und Freunde zu sehen, und mein Leben würde traurig sein.

Aus diesem Grund ist für mich das perfekte Wochenende zwei Tage, wo ich etwas Sportliches mit Freunden tun kann. Am Samstag würden wir uns im Park treffen, wo wir Fußball oder Tennis spielen könnten und danach in ein Café gehen, wo wir ein Eis essen und über die Woche sprechen würden. Am Sonntag würden wir den ganzen Tag lang Musik hören und spielen. Das wäre toll, weil unsere Band im Sommer auf einer Party spielt.

(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.

Meiner Meinung nach ist es immer sehr wichtig zu haben genug Freizeit, damit man kann sich entspannen und vergessen Probleme in der Schule. Dieses Jahr wir wichtige Prüfungen haben und so meist zu lernen müssen und brauchen wir manchmal eine Pause. Ich kann der ganze Tag nicht Schularbeit machen denn das ist deprimierend. Ich muss schlafen und ander Dinge machen.

Sport und Freunde sind wichtigst in meinem Leben. Wenn ich hatte keine Freiziet es ist nicht möglich zu Freunde sehen und zu Sport treiben. Das wurde schlecht für mich sein.

Gestern ich hatte ein Matheprüfung und war ich unglücklich, weil es schrecklich war. Ich denke, ich werde schlechten Noten bekommen. Meine Eltern sind bose.

Das gutes Wochenende für mich ist zwei Tage mit Freunden verbringen. Wir spielen Fußball und gehe in ein Restaurant in die Abend zu Pizza essen und Bier trinken. Meine Freunde sind gut und Spaß.

(147 words)

[19 marks]

AO2

The communication of messages is mostly clear in this response, but there are occasional lapses in clarity, for example *so meist zu lernen müssen*, *Wenn ich hatte keine Freiziet es ist nicht möglich zu Freunde sehen*, *Wir gehe in ein Restaurant in die Abend zu Pizza essen und Bier trinken*. There are regular attempts at development of ideas which are for the most part successful. 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 for Level 4.

AO3 Range and use of language

Variety of language includes the use of conjunctions intensifiers, different persons of the verb. Complex language used includes infinitive constructions, subordinate clauses, modal verbs and present, imperfect and future tenses. However, these are not always successful for example in language such as; *Meiner Meinung nach ist es sehr wichtig zu haben genug Freizeit*, *Ich kann der ganze Tag nicht Schularbeit*

machen, zu Pizza essen und Bier trinken. For this reason, complex language is generally rather than mostly successful and a mark of 4 at Level 4 is awarded.

AO3 Accuracy

The response is reasonably accurate. There are errors in both simple structures such as *ein Matheprüfung, Das gutes Wochenende für mich, in die Abend*, and in attempts at complex structures *damit man kann sich entspannen, Wenn ich hatte keine Freiziet es ist nicht möglich zu Freunde sehen, zu Pizza essen und Bier trinken.* Verb and tense formations are generally correct. There are only infrequent errors in basic language, such as *Wir ...gehe in ein Restaurant.* Other errors occur mostly in attempts at more complex structures *Wenn ich hatte keine Freiziet es ist nicht möglich..., Das wurde schlecht für mich sein.* The work therefore best matches the criteria for award in Level 4 of 4 marks.

This response is awarded 19 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
<ul style="list-style-type: none"> the positive and negative aspects of technology 	Accept one statement re a positive and one re a negative aspect of technology
<ul style="list-style-type: none"> how you have used the internet recently. 	Accept one statement in a past time frame re recent internet use

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

Ich denke, wir haben heute Glück, das Internet, soziale Medien und Handys zu haben. Meiner Meinung nach ist die digitale Technologie wunderbar, und macht unser Leben einfacher. Was ich besonders nützlich finde, ist, dass die Kommunikation so schnell ist, sogar wenn meine Freunde und Familie im Ausland sind. Eine E-Mail oder eine SMS kommt sofort an. Es gibt auch negative Aspekte, und wir wissen alle, dass wir immer gut aufpassen müssen, um Online-Gefahren zu vermeiden. Letzte Woche habe ich das Internet täglich benutzt und zwar aus vielen Gründen. Gestern habe ich eine App gefunden, wo man Deutsch lernen kann, und ich habe zwei Stunden lang geübt, was auch Spaß gemacht hat. Ich habe im Internet neue Sportschuhe gekauft – es gibt mehr Produkte online als in einem Geschäft, und es ist auch billiger. Da meine Oma in Frankreich wohnt, habe ich ihr eine Online-Geburtstagskarte geschickt. Das hat sie sehr lustig gefunden.

(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.

Ich würde sagen, wir haben Glück heute, zu haben das Internet und unser Handys. Meiner Meinung nach ist die digitale Technologie wunderbar. Was ich finde nützlich, ist das Kommunikation ist so schnell weil ich habe Freunde wohnen in anderen Länder. Es ist auch sehr nützlich, das ich kann bleiben im Kontakt mit meiner Familie in Frankreich. Auf der andere Seite es gibt natürlich Nachteil. Jugendlichen kann internetsüchtig bekommen, wenn sie zu viele Zeit am Computer verbringen und nichts ausgehen, Das ist schlecht für die Gesund. Mann musst aufpassen, wenn mann persönlich Data teilen, weil sozialen Medien nicht total sicher sein. Und junge Leute viel benutzen Instagram und Tik-Tok.

Ich liebe Online-Shopping. Ich letzte Woche neue Sportschuhe brauche und ich habe gekauft sie im Internet. Im Internet es gibt mehr Produkte als in der Geschäfte, und die Preise sind oft billig. Das war ein großer Vorteil ist.

(144 words)

[13 marks]

AO2

A reasonable amount of information is conveyed in the response and, while communication is sometimes clear, there are certainly frequent stumbles in the ease of communication due to lapses in clarity. Some examples of compromised communication are: *Auf der andere Seite es gibt natürlich Nachteil, Jugendlichen kann internetsüchtig bekommen, weil ich habe Freunde wohnen in anderen Länder, Ich letzte Woche neue Sportschuhe brauche, Das war ein großer Vorteil ist.*

There is some successful development of initial ideas, though some attempts to explore and explain an initial idea contain errors. The response best matches the descriptors for Level 3. Due to the stumbles referred to, a mid-mark in the available range, 8, is awarded.

AO3 Range and use of language

There is some variety of appropriate vocabulary and grammatical structures in this response. Variety of language includes the use of *und* and of *wenn* and *weil* to extend sentences. There are examples of the use of different persons of verbs and of different ways of expressing views and opinions. There are quite frequent attempts at ambitious complex language, but many of these are not well managed. Examples are: *wir haben Glück heute, zu haben, das Internet und unser Handys, Was ich finde nützlich, ist das Kommunikation ist so schnell weil ich habe Freunde wohnen in anderen Länder, Es ist auch sehr nützlich, das ich kann bleiben im Kontakt mit meiner Familie.* As there is good evidence of the key descriptors for Level 3, a mark of 3 is awarded.

AO3 Accuracy

Purely in terms of verb and tense formation the response may appear slightly more accurate than inaccurate, as basic common verb forms are often correct [ist/gibt/finde/haben] which could suggest Level 3. There are however major errors with verbs such as *Ich würde sagen, Jugendlichen kann internetsüchtig bekommen, Ich letzte Woche neue Sportschuhe brauche, das war ein Vorteil ist.* and minor errors with articles, plurals and adjectives such as *unser Handys, es gibt Nachteil, persönlich Data.* There are in addition numerous syntactical errors which have an impact on the extent to which the response clearly communicates its messages. This being so, the level 2 descriptors are seen as the best fit, and a mark of 2 is awarded.

This response is awarded 13 marks out of a possible 25 marks.