

# GCSE GERMAN

(8668)

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**Marked Papers**  
Paper 4: Writing

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Understand how to apply the mark scheme for the writing paper

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Version 1.1 June 2018

# EXAMPLE RESPONSE



This resource comprises example answers with senior examiner commentaries and mark schemes for GCSE German (8658) Paper 4 Writing.

Examples of student work at both Foundation and Higher Tier are contained in this resource.

Also included is a commentary for each piece of work, with the marks awarded. The resource aims to show how the mark scheme is applied. Whilst every attempt has been made to show a range of student responses, they are not intended to be viewed as 'model' answers and the marking has not been subject to the usual standardisation process.

## Foundation Tier

### Question one

0	1
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Du machst einen Ausflug mit deiner Familie und schickst dieses Foto an deinen Freund in der Schweiz



Schreib vier Sätze auf **Deutsch** über das Foto.

[Extract from mark scheme](#)

#### Question 01

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

**[8 marks]**

Mark	Communication
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.

## Foundation student one

### Response

- 01.1** *Wir haben einen Picknick gemacht.*  
**01.2** *Das Essen war köstlich.*  
**01.3** *Wir haben einen Picknick am Strand.*  
**01.4** *Meine Familie ist sehr groß.*

### Commentary

Question part	Comments
01.1	2 marks. The information is unambiguous.
01.2	2 marks. There is no ambiguity.
01.3	2 marks. Despite the repetition of the idea of a picnic <i>am Strand</i> adds a further unambiguous dimension.
01.4	2 marks. The message is clear.

Total: 8 marks

## Foundation student two

### Response

- 01.1** *Meine Familie ist groß.*  
**01.2** *Ich Picknick gegangen.*  
**01.3** *Et was zehr spaß.*  
**01.4** *Wir hatten essen.*

### Commentary

Question part	Comments
01.1	2 marks. The information is unambiguous.
01.2	1 mark. Despite the omission of an auxiliary the juxtaposition of <i>Picknick</i> and <i>gegangen</i> conveys just enough information for a mark.
01.3	0 marks. The misspellings mean that no real information is conveyed
01.4	2 marks. Despite the lower case “e” on <i>essen</i> in this context it can be regarded as a noun and, as such, the information is unambiguous.

Total: 5 marks

## Foundation student three

### Response

**01.1** *Sie sind ein party haben.*

**01.2** *In das Foto der ist fier Men.*

**01.3** *Sie Leute sind sehr fruhe.*

**01.4** *Die Famalie ist sehr freundlich.*

### Commentary

Question part	Comments
01.1	1 mark. Despite <i>sind...haben</i> the idea that they are having a party comes across.
01.2	0 marks. The misspelling of <i>vier</i> and the use of the English word <i>Men</i> mean that nothing is conveyed.
01.3	0 marks. The use of <i>Sie</i> instead of <i>Die</i> and the hybrid of <i>froh</i> and <i>früh</i> mean that nothing is conveyed.
01.4	2 marks. Despite the misspelling of <i>Familie</i> the message is immediately comprehensible.

Total: 3 marks

## Question two

0	2
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*Du schreibst an deinen deutschen Freund über deine Hobbys. Schreib etwas über:*

- *Musik*
- *Sport*
- *Einkaufen*
- *das Internet.*

*Du musst ungefähr 40 Wörter auf Deutsch schreiben.*

**[16 marks]**

### Extract from mark scheme

#### Question 02

For this question there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

**[16 marks]**

#### Content

Level	Marks	Response
5	9-10	A full coverage of the required information. Communication is clear.
4	7-8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5-6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3-4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1-2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

### Quality of language

Level	Marks	Response
3	5-6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3-4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1-2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

### Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

## Foundation student one

### Response

*Ich kaufe gern ein. Ich bin ins Kaufhaus gegangen, um ein Handy zu kaufen. Auch spiele ich Tennis mit meine Schwester. Ich bekomme zehn Euros pro Woche und ich kaufe Kleidung. Ich höre gern pop Musik, das ist sehr cool.*

### Commentary

#### Content

Three of the four bullets are very clearly conveyed and each is developed to a greater or lesser extent. There is, however, no reference to the internet and that means that there is good rather than full coverage of the required information. Because of that a mark at Level 5 cannot be considered but the scope of what is there merits a mark of 8.

#### Quality of language

The range of structures and vocabulary in evidence, coupled with the very accurate nature of the work, means that a mark at Level 3 is entirely appropriate. As Level 2 does not really come into consideration the mark has to be 6 rather than 5.

Total: 8+6 = 14

## Foundation student two

### Response

*In meine Freizeit ich höre Musik. Reggae ist mein leiblings. Mein leiblingshobby ist Fußball weil ist es fantastisch! Aber ich nicht gern Skifahren, weil ist es sehr kalt. Gestern ich habe eine Geschenke für Weihnachten und eine Regenschirm für meine Mutter. Auch ich bin Youtube gefernt.*

### Commentary

#### Content

There is generally clear information about both music and sport and the student's reason for football being their favourite sport can be readily understood despite the flaws in the weil clause. Although the past participle is omitted in the attempt to write something about shopping the message can be inferred from the context. The final sentence about the internet makes no sense whatsoever. There is enough evidence for a mark at Level 3 (5-6) but the fact that meaning has to be read into some of what is written means that the lower mark is more appropriate.

#### Quality of language

Some structures and vocabulary are appropriate to the task but on several occasions errors delay immediate comprehension. It is not weak enough to consider a mark at Level 1 (1-2) but the misspellings and faulty word order lead to a mark of 3 rather than 4.

Total: 5+3 = 8

## Foundation student three

### Response

*Ich lebe Musik. Gestern ich Musik gehören. Nachmittags werde ich Musik gehören. Ich gern nicht einkaufe gehen. Lexten Wochend wir einkaufe gegangen. Et was langweiling. Ich lebe Sport aber bin ich nicht gut. Ich abends Fußball gespeilt.*

### Commentary

#### **Content**

There is no reference to the internet but other messages can be gleaned with sympathetic reading. Even though the double omission of i from *liebe* gives some pause for thought what follows in each case enables the intended meaning to be understood. Despite the flaws the student's attitude towards shopping is conveyed as is their opinion of their sporting prowess. There is sufficient evidence to support a mark at Level 2 (3-4) but the lack of overall clarity of communication means that 3 is fairer than 4.

#### **Quality of language**

There are too many errors in the passage to consider a mark at Level 2 (3-4) but the fact that some information can be gleaned from the passage, that an attempt, albeit flawed, is made at the future tense and that there is a correct past participle, albeit without an attempt at an auxiliary, results in a mark of 2 rather than 1.

### Question three

0
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3
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Translate the following sentences into German.

I have a sister and she is called Anna.

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My brother is tall and very nice.

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We live in a house with a garden.

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My school has a swimming pool.

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I ate chicken and salad yesterday.

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**[10 marks]**

## Extract from mark scheme

### Question 03

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

**[10 marks]**

#### Conveying key messages

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

#### Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

#### Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

## Foundation student one

### Response

**I have a sister and she is called Anna.**

*Ich habe eine Schwester und sie heißt Anna.*

**My brother is tall and very nice.**

*Mein Bruder ist groß und sehr nett.*

**We live in a house with a garden.**

*Wir leben in einem Haus mit Garten.*

**My school has a swimming pool.**

*Meine Schule hat ein Schwimmbad.*

**I ate chicken and salad yesterday.**

*Gestern habe ich Hähnchen und Salat gegessen.*

### Commentary

#### Conveying key messages

Despite the minor spelling error in sentence 2 all the key messages are clearly conveyed so a mark of 5 is given.

#### Application of grammatical knowledge of language and structures

Vocabulary is fully appropriate to each sentence and both verb forms and word order are secure throughout. This more than fulfils all the criteria for a mark of 5.

Total: 5+5 = 10

## Foundation student two

### Response

**I have a sister and she is called Anna.**

*Ich habe eine Schwester heißt Anna.*

**My brother is tall and very nice.**

*Meinen Bruder ist lang und sehr nice.*

**We live in a house with a garden.**

*Wir wohnt in einen haus mit ein garten.*

**My school has a swimming pool.**

*Mein Schüler habt ein schwimbad.*

**I ate chicken and salad yesterday.**

*Morgen esse ich heinchen.*

### Commentary

#### Conveying key messages

Despite the omission of *und sie* in the first sentence the key messages are conveyed as they are in sentence three. *Lang* in sentence two does not really convey the sense of the brother being tall, while the use of *Schüler* rather than *Schule* in the fourth sentence gives too much pause for thought. The fifth sentence makes no sense whatsoever. Fewer than half the key messages are adequately conveyed so a mark of 2 is appropriate.

#### Application of grammatical knowledge of language and structures

Although the inversion in the fifth sentence suggests some knowledge of sentence structure and there is some appropriate vocabulary in most sentences, there are errors in basic verb forms and some vocabulary is not known. Taken together it cannot be said that the five sentences are more accurate than inaccurate so the mark is 2 rather than 3.

Total: 2+2 = 4

## Foundation student three

### Response

**I have a sister and she is called Anna.**

*Ich habe swister kalt Anna.*

**My brother is tall and very nice.**

*Mein Brüdder is grob und zehr net.*

**We live in a house with a garden.**

*Wie habe in ein haus mit die garden.*

**My school has a swimming pool.**

*Mein Schul habe eine Swimmpool.*

**I ate chicken and salad yesterday.**

*Ich habe henchen und salad.*

### Commentary

#### Conveying key messages

Only the fourth sentence offers any real snippets of information. The first and fifth sentences convey no information; the second has misspellings throughout, while the third would have benefited from Wir instead of Wie and/or wohnen instead of habe. Either would have given it more sense. Few key messages can be gleaned from the five sentences as a whole so a mark of 1 is fair.

#### Application of grammatical knowledge of language and structures

Very little knowledge of language is in evidence and what is written is highly, rather than generally, inaccurate in terms of both grammar and vocabulary. Even where the vocabulary is known there are frequent misspellings. It is however, not so inaccurate that nothing is conveyed so a mark of 1 is appropriate.

Total: 1+1 = 2

## Question four

### EITHER Question 4.1

0	4	.	1
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*Deine Freundin, Anna, aus Österreich hat dich über deinen Ferienjob gefragt. Du schreibst Anna eine E-Mail über deine Arbeit.*

*Schreib:*

- *etwas über deinen Teilzeitjob*
- *warum du den Job gern oder nicht gern hast*
- *was du letztes Wochenende nach der Arbeit gemacht hast*
- *was deine Berufspläne in der Zukunft sind.*

*Du musst ungefähr 90 Wörter auf **Deutsch** schreiben. Schreib etwas über alle Punkte der Aufgabe*

**[16 marks]**

### OR Question 4.2

0	4	.	2
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*Du bist mit deiner Familie auf Urlaub und du schickst eine E-Mail an deinen Freund in der Schweiz.*

*Schreib:*

- *etwas über die Unterkunft*
- *wie du dahin gefahren bist*
- *warum du gern oder nicht gern auf Urlaub fährst*
- *was du später im Sommer machen wirst.*

*Du musst ungefähr 90 Wörter auf **Deutsch** schreiben. Schreib etwas über alle Punkte der Aufgabe.*

**[16 marks]**

## Extract from mark scheme

### Question 04

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

**[16 marks]**

## Content

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

## Notes

There may be some imbalance in the coverage of the four 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.

### Quality of language

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

### Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

## Foundation student one (Question 04.1)

### Response

*Ich habe einen Teilzeitjob. Ich arbeite jede Wochenende mit den Pferde. Ich putze den Pferde und gebe sie Wasser. Ich mag meinen Teilzeitjob, weil es praktisch ist aber es ist anstrengend. Letztes Samstag war ich krank und ich könnte nicht mit den Pferde arbeiten. Am Sonntag war ich besser und ich habe mit den Pferd gearbeitet. Das war sehr wunderbar. In der Zukunft ist meinen idealen Teilzeitjob mit Sprachen arbeiten nach Oberstufe und Uni.*

### Commentary

#### Content

Although opinions and a reason for liking the part-time job are expressed these are not an automatic passport to a mark at either Level 5 (9-10) or Level 4 (7-8). Those two Levels cannot be considered because no reference is made to after-work activities at the weekend, so not all aspects of the task are covered. Nonetheless there is good coverage of the other three points, with some of the information being developed, even though there is some clumsiness of expression in places, something exemplified by the use of *könnte* rather than *konnte*. That development of information, coupled with the opinions and the explanation of the reason for liking the job referred to earlier, give a mark of 6.

#### Quality of language

The combination of *Pferde* and various forms of *arbeiten* which points to some repetition of language, the misuse of *putze* and the clause *Am Sonntag war ich besser* could all suggest a mark of 3 for Quality of language. There are, however, three successful time frames, examples of the correct use of inversion and some successful extended sentences. Those former considerations rule out a mark at Level 3 (5-6) but the latter ones outweigh the former and provide enough evidence for a mark of 4.

Total: 6+4 = 10

## Foundation student two (Question 04.1)

### Response

*Ich habe ein Teilzeitjob. Ich arbeite als eine Tierarzt. Die Tage beggint um veirtel vor sechs. Ich lieb mein Job. ich helfen mehr Tier. Leztes Woche ich ein Katze helfen. Es ihr Fuß gebrochen. Ich würde viel Katze und Hund besuchen.*

### Commentary

#### Content

Only the first two bullet points are adequately addressed. Despite misspellings we learn what the job is and the starting time. *Leztes Woche ich ein Katze helfen. Es ihr Fuß gebrochen* is a flawed attempt to say something further about the job and can be understood only with very sympathetic reading. That the student loves the job, accepted as an opinion, is clear despite the misspelling and *Ich helfen mehr Tier* is the reason for loving the job. No reference is made to after-work activities at the weekend while the final sentence, although an attempt at the final bullet point, makes no real sense. There is enough evidence for a mark at Level 2 (3-4) and, despite the evident errors, the information is developed just enough for a mark of 4.

#### Quality of language

Sentences are on the whole short and no attempts are made to link them. In addition the range of vocabulary is narrow and there are frequent errors. The mark has, therefore, to be at Level 1 (1-2) but, despite the errors, some basic information is conveyed so a mark of 2 is appropriate.

Total: 4+2 = 6

## Foundation student one (Question 04.2)

### Response

*Hallo! Wie geht's? Unser Urlaub ist groß. Wir sind in einem Hotel. Das Hotel ist groß und modern. Es ist gut und das Essen ist auch gut. Wir auf dem Flugzeug gefahren. Die Riese war gut. Auf dem Flugzeug wir Pizza gegessen. Wir zu ein Museum gegangen aber es war langweilig. Dann, wir Tennis gespielt und mein Bruder ist gewonnen aber ich mag Tennis gespielt. Später im Sommer ich fahren schwimmen mit meine Freude.*

### Commentary

#### Content

Three aspects of the task are covered to a greater or lesser extent and opinions are expressed, albeit simply and repetitively, but there are more than occasional lapses in the clarity of communication, something occasioned by the lack of any auxiliary verb in all but one of the attempts at the perfect tense. Misspellings such as *Riese* and *Freude* do not help either, nor does *groß* as a description of the holiday. Some sense of the intended meaning can be gleaned from what the student has written, so more than a little information is conveyed, so a mark at the bottom end of Level 3 (5-6) is fair.

#### Quality of language

There is a fair range of vocabulary appropriate to the task but, unfortunately, it is not used to best advantage and that is compounded by the overuse of *gut*. There is also successful use of different time frames and there are some extended sentences using simple conjunctions. Set against those is the evident difficulty in forming the perfect tense although the past participles are clearly known. This is very much on the borderline between Levels 1 and 2 (1-2 and 3-4) but the intended meaning is usually clear and that just carries the mark to 3.

Total: 5+3 = 8

## Foundation student two (Question 04.2)

### Response

*Ich bin in Spanien für zwei Wochen und wir sind letzte Woche gekommen. Unser Hotel ist direct am Strand. Es ist ein Luxushotel und ich habe ein Zimmer mit meine Schwester. Wir haben ein Fernseher und ein Balkon. Ich sitze dort in dem Abend. Es gibt ein Etagenbett und ich schlafe oben, weil ich älter bin. Das Hotel hat ein Freibad. Meine Schwester und ich finden das gut. Es hat auch ein grosse Restaurant. Das Essen ist wirklich lecker und wir essen dort jeden Tag. Es ist mein Lieblingshotel.*

### Commentary

#### **Content**

Only one bullet point has been addressed but that in really good detail and quite a lot of information has been communicated about some aspects of the task. Opinions have also been expressed. That only the first bullet point has been covered limits the mark to Level 1 (1-2) but there is certainly enough clear information for the higher mark.

#### **Quality of language**

There is a good range of appropriate vocabulary and there are also successful attempts at extended sentences. The level of accuracy throughout the piece is good with very few errors. What, however, limits the mark for Quality of Language to Level 2 (3-4) is that there are references to only two different time frames, something occasioned to some extent by the student having addressed only one of the bullet points. A future reference would have seen a mark at Level 3 (5-6) but there is not one there, so the mark has to be 4.

Total: 2+4 = 6

## Foundation student three (Question 04.2)

### Response

Meinen Familie und ich nach Spanien. Wir an der Kuste. Wir bist gefahren mit dem geflogen. Wir gewohnt in ein Hotel.

### Commentary

#### **Content**

Despite the omission of the last two bullet points and the failed attempt at the second the idea that the student is staying in a hotel on the coast can be gleaned with sympathetic reading. For that reason a mark of 1 has been given.

#### **Quality of language**

Although there are numerous errors the student has been able to use their very limited knowledge of language to convey some information in respect of bullet point 1. Because of that a mark of 1 has been given.

Total: 1+1 = 2

## Higher Tier

### Question one

#### EITHER Question 1.1

0	1	.	1
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*Deine Freundin, Anna, aus Österreich hat dich über deinen Ferienjob gefragt. Du schreibst Anna eine E-Mail über deine Arbeit.*

*Schreib:*

- *etwas über deinen Teilzeitjob*
- *warum du den Job gern oder nicht gern hast*
- *was du letztes Wochenende nach der Arbeit gemacht hast*
- *was deine Berufspläne in der Zukunft sind.*

*Du musst ungefähr 90 Wörter auf Deutsch schreiben. Schreib etwas über alle Punkte der Aufgabe.*

**[16 marks]**

#### OR Question 1.2

0	1	.	2
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*Du bist mit deiner Familie auf Urlaub und du schickst eine E-Mail an deinen Freund in der Schweiz.*

*Schreib:*

- *etwas über die Unterkunft*
- *wie du dahin gefahren bist*
- *warum du gern oder nicht gern auf Urlaub fährst*
- *was du später im Sommer machen wirst.*

*Du musst ungefähr 90 Wörter auf Deutsch schreiben. Schreib etwas über alle Punkte der Aufgabe.*

**[16 marks]**

### Extract from mark scheme

#### Question 01

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

**[16 marks]**

## Content

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

## Notes

There may be some imbalance in the coverage of the four 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.

### Quality of language

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

### Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

## Higher student one (Question 1.1)

### Response

Ich arbeite in einer Büro. Es ist mein Teilzeitjob und ich verdiene Geld zu gehen einkaufen. Ich arbeite jedes Samstag von neun Uhr zu vierzehn Uhr. Ich mag es, weil meine Kollegen nett sind. Letztes Samstag nach der Arbeit bin ich ins Kino gegangen und ich habe ein Liebenfilm gesehen. Es war toll und am Ende ich habe geweinen. In der Zukunft ich hoffe ein Tierarzt zu arbeiten, weil ich Tiere süß finde. Ich will nicht in einer Büro arbeiten.

### Commentary

#### **Content**

An attempt is made to address each bullet point and there is good development where appropriate. Opinions are also expressed. Ich hoffe ein Tierarzt zu arbeiten gives some pause for thought but not as much as weil meine Kollegen nett sind where the wrong word is used. What rescues that is the fact that Kollegen and Kollegen are homophones and the intended meaning can be discerned within context. The piece as a whole merits a mark at Level 5 (9-10) but that major pause for thought results in the lower mark.

#### **Quality of language**

There is a good range of both vocabulary and structures and there are clear references to three time frames. Word order is generally correct and there is ample evidence for a mark at Level 3 (5-6). Apart from the two points made under Content above ....zu gehen einkaufen jars somewhat as do Liebenfilm and geweinen. Those various flaws result in a mark of 5 rather than 6.

Total: 9+5 = 14

## Higher student two (Question 1.2)

### Response

Letzte Woche sind wir hier in die Türkei gefahren. Der Flug war nur drei Stunden. Daher war es nicht so schlecht. Unser Hotel ist sehr groß und schön und es hat ein ausgezeichnetes Schwimmbad, wo ich jeden Tag schwimme. Ich mag auf Urlaub zu sein, weil es so entspannend und unterhaltsam ist. Nächstes Samstag fahren wir wieder nach Hause aber in zwei Wochen werde ich nach Deutschland fahren, meine Brieffreundin zu besuchen. Ich freue mich schon darauf.

### Commentary

#### **Content**

All aspects of the task are fully covered and clearly conveyed. In addition, opinions are expressed and one is explained. There are minor errors in language usage in places, e.g. mag...zu but these in no way detract from the overall very high level of effective communication. As such a mark of 10 is entirely appropriate.

#### **Quality of language**

Vocabulary is wholly appropriate to the task and there is a good range of successfully attempted complex sentences. In addition, verb forms and word order are secure. Despite the minor flaws such as the wrong gender for Samstag, the omission of um in front of meine Brieffreundin and the use of zu in conjunction with mag the overall quality of language merits a mark of 6.

Total: 10+6 = 16

## Question two

### EITHER Question 2.1

0	2	.	1
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*Du schreibst einen Artikel über deinen Austauschbesuch für die Schülerzeitung deiner Partnerschule in Deutschland.*

- Schreib etwas über den Besuch – deine Impressionen und deine Meinungen.
- Vergleich deine Stadt und deine Partnerstadt in Deutschland.

*Du musst ungefähr 150 Wörter auf Deutsch schreiben. Schreib etwas über beide Punkte der Aufgabe.*

**[32 marks]**

### OR Question 2.2

0	2	.	2
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*Deine Freundin, Eva, aus Österreich geht gern zu Live-Events. Schreib Eva eine E-Mail über Live-Events.*

- Schreib etwas über ein Live-Event, bei dem du neulich warst.
- Vergleich ein Live-Event mit einem Event im Fernsehen.

*Du musst ungefähr **150** Wörter auf **Deutsch** schreiben. Schreib etwas über beide Punkte der Aufgabe.*

**[32 marks]**

## Extract from mark scheme

### Question 02

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

**Content**

<b>Level</b>	<b>Marks</b>	<b>Response</b>
5	13-15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10-12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7-9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4-6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1-3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
0	0	The content does not meet the standard required for Level 1 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.

### Range of language

Level	Marks	Response
4	10-12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7-9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4-6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1-3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

### Notes

A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

### Accuracy

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

## Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

## Higher student one (Question 2.1)

### Response

*Letztes Jahr bin ich zu meiner Partnerschule in Deutschland gefahren. Ich bin für eine Woche dort gewesen, und ich bin mit einer deutschen Familie geblieben. Wir mochte um fünf Uhr aufwachen, um die Schule zu gehen. Die Schule war riesig mit über 1500 Schüler und Schülerinnen. Das ist zu viel! Meine Meinung nach waren die Stunden sehr interessant, weil sie anders als in unsere Schule waren. Es gab nur vier Stunden pro Tag, damit wir um Mittagsessen nach Hause gegangen sind. Nachmittags haben wir Sport zum Beispiel Federball gespielt, und sie haben ihre Hausaufgaben gemacht. Wie Schade! Die Stadt war unheimlich schön und ruhig. Es gab nicht vielen Geschäfte aber vielen Parks und auch ein Kino und einen Sportzentrum. Ich denke, dass die Stadt dort besser als meine Stadt ist, weil sie schöner ist. Außerdem gab es weniger Verkehr, also gab es wenig Verschmutzung und Lärm. Ich möchte dieser Sommer wieder dahin fahren, da es mir gut gefallen hat.*

### Commentary

#### Content

Both bullet points are well covered and not only are opinions given but they are also very well justified in places. Beyond that there is a lot of clear information which is developed in some detail where appropriate. On occasion communication does break down very slightly and *Wir mochte um fünf Uhr aufwachen, um die Schule zu gehen* is certainly not in keeping with the general tenor of the piece. Those flaws should not be allowed to detract from the overall excellent impression and there is enough evidence of clear and detailed, effectively communicated information throughout the piece to support a mark of 14.

#### Range of language

There is a very good range of appropriate vocabulary and there are also several successful attempts at complex structures, with a good range of subordinating conjunctions. The sentence containing two subordinate clauses, one introduced by *dass* and the other by *weil*, reads particularly well. The use of *damit* and the correct subordinate word order with a perfect tense in *damit wir zum Mittagsessen nach Hause gegangen sind* is worthy of credit and, despite the obvious flaw, demonstrates some confident use of complex language. The use of *Wie Schade!* is a nice linguistic touch. It would be unfair to take into consideration *Wir mochte um fünf Uhr aufwachen, um die Schule zu gehen* under Range of Language as that has already had an impact on the mark for Content. A mark of 10 would suggest that one at Level 3 (7-9) could be considered and that is not the case. A mark of 11 is, therefore, wholly appropriate.

## Accuracy

Word order is secure throughout as are verbs and tenses with the single exception quoted under Content above and there are very few minor errors, the most noticeable of which are the double use of *vielen* and the wrong gender for *Sportzentrum*. Given the overall accuracy of the piece, not to give a mark of 5 would be to penalise the student for the one sentence where the standard of language is not in keeping with the rest of the work.

Total: 14+11+5 = 30

## Higher student two (Question 2.1)

### Response

*Letztes Monat bin ich nach Deutschland gefahren, weil mein Austauschfreunde besuchen. Wir besuchten Berlin, ein Großstadt, und zuerst wir haben einkaufen gegangen. Bolton ist eine kleine Stadt aber Berlin ist sehr sehr groß und es ist sehr sauber als Bolton. Danach wir Pizza essen und ich habe Pommes gegessen. Die zweiten Tag ich bin in der Schule mit dem Zug gefahren. Es war interessant, weil die Schule nicht uniform getragt. In meine Schule man muss Schuluniform tragen und in meine Meinung nach ist das besser. Die Lehrer waren sehr nett und die Schule beginnt um neun Uhr aber in England Schule beginnt um acht Uhr. Bolton liegt auf dem Land aber Berlin ist in der Stadt centrum. Ich liebe die Stadt, weil es mer los ist.*

### Commentary

#### Content

At about 125 words the piece falls a little short of the recommended length for conveying detailed information. Some attempts have, however, been made, with varying degrees of success, to go beyond a basic level of response in places. In addition three simple opinions, *interessant*, *besser* and *nett* are expressed and a flawed attempt is made to explain the first of those. The last clause *weil es mer los ist* represents an attempt to explain a preference for town life. There is one simple but clear comparison between Berlin and Bolton but the attempt to develop that breaks down and the second comparison between the two founders on ... *aber Berlin ist in der Stadt centrum*. The clear information conveyed carries the mark to the bottom end of Level 3 (7 – 9) but the lack of detail and clarity in places precludes anything higher.

#### Range of language

The vocabulary is varied and generally appropriate to the task and, despite the obvious mishandling of language and structures, there are no really short sentences, something which needs to be credited. Where co-ordinating conjunctions are used the sentences read quite well, but all three *weil* clauses fail for one reason or another but even there it is clear that there is some knowledge of word order. In addition a modal verb is used correctly. The piece as a whole lacks the level of fluency needed for a mark at Level 3 (7 – 9), but the successful longer sentences using co-ordinating conjunctions and the varied vocabulary just carry the mark to 6 despite the flaws in structures elsewhere.

## Accuracy

Despite a wrong auxiliary *wir haben einkaufen gegangen* and two failed attempts at the perfect tense, verb forms are usually correct. There are, in places, errors in word order but it is the less deft use of language elsewhere rather than those mistakes which gives more pause for thought. The intended meaning is clear virtually throughout. A slight case could be made for a mark of 2, but that would be predicated on the clumsiness of expression in places and a mark of 3 is fairer.

Total: 7+6+3 = 16

## Higher student three (Question 2.1)

### Response

*In den letzten Ferien habe ich in einem Austauschbesuch teilgenommen. Wir sind nach München geflogen. Das dauerte ungefähr zwei Stunden. Ich habe den Besuch sehr interessant gefunden. Ich habe wirklich viel gelernt. Ich denke, dass mein Deutsch viel besser jetzt ist. Wir hatten ständig schönes Wetter. Deshalb war der Besuch noch mehr genießbar. Am ersten Tag sind wir ins Kino und danach in einen Restaurant gegangen, Ich habe Pizza gegessen und Cola getrunken. Es war lecker aber ein bißchen teuer. Die Schule war sehr interessant aber ich war nicht richtig wach bevor die zweite Stunde, weil ich so früh aufgestanden musste. Die deutschen Schüler haben keine Schuluniform und ich finde das gut aber mein Partner hatte Sorgen ungefähr bleiben sitzen. Das war nicht so gut. Die Zeit in München ist zu schnell gegangen und ich möchte nächstes Jahr dort fahren, so ich kann mein Partner wieder sehen.*

### Commentary

#### Content

Although this is a well detailed account of the visit to Munich there is, unfortunately, no comparison made between that city and the student's home town or city. As such a mark at Level 5 (13-15) cannot be awarded. That will always be the case if only one of the two bullet points is addressed. Despite some obvious errors a lot of clear information is communicated and opinions are expressed with the reason for an enjoyable stay being explained. That there is only that single justification of an opinion means that the maximum mark possible is 9 and that is a fair reflection of what the student has written.

#### Range of language

Despite some shorter sentences in the first part which could easily have been linked, there are some successful and semi-successful extended sentences in the second part. In addition there is a lot of vocabulary which is appropriate to the task and there are successful references to three time frames. There are, however, some less deft touches such as the attempt at a comparative with *mehr genießbar*, the misuse of *bevor* and of *ungefähr* the second time it appears, the reversing of the two elements in *sitzenbleiben* and the use of *dort* rather than *dorthin* in the final sentence. The staccato nature of the opening few sentences means that the piece as a whole lacks the overall fluency for a mark at Level 4 (10-12) but there is enough successful variety to justify a mark of 9.

## Accuracy

The comments about some less deft handling of language under Range of Language above have no impact on the mark for Accuracy. There are very few mistakes even in complex sentences where they are in evidence and word order is good throughout. Despite *aufgestanden musste* verb and tense formations are secure and all the criteria for a mark of 5 are satisfied.

Total: 9+9+5 = 23

## Higher student one (Question 2.2)

### Response

*Ich habe immer gesagt, dass ich Live-Events nicht mag und dass sie nicht für mich sind. Trotzdem bin ich letzte Woche zu Wembley Stadion gegangen, um Rihanna im Konzert zu sehen. Es war total katastrophisch. Die U-Bahn war so überfüllt, dass ich kaum richtig atmen konnte und ich musste die ganze Zeit stehen. Da meine rechte Knie nach meiner Operation mir weh tut, war das nicht so gut. Ich gebe zu, dass die Stimmung im Stadium gut war aber alles wollten mitsingen und deshalb konnte ich Rihanna nicht richtig hören. Das habe ich wirklich schrecklich gefunden, weil ich ihr Singen genießen wollte. Nach dem Konzert war es auch schrecklich. Ich musste zwei Stunden auf die U-Bahn warten und es war halb zwei morgens, wenn ich zu Bett gegangen bin. Einschlafen war unmöglich. Nie wieder werde ich zu einem Live-Konzert gehen. Heute abend spielt Adele im Fernsehen und ich denke, dass besser sein wird, weil ich in meinem Lehnstuhl sitzen kann und bequem sein. In einem Live-Konzert ist das nicht möglich. Ich muss nicht Schlange stehen, um etwas zu essen zu kaufen und am besten werde ich alles hören.*

### Commentary

#### Content

This is a detailed account of a visit to a concert followed by cogently expressed comparisons between a live event and one seen on television and the student's reasons for preferring the latter are extremely clear. That there is a definite imbalance in the coverage of the two bullet points is not a problem because the student's attitudes and opinions are well conveyed throughout. The only slight pauses for thought are occasioned by *alles wollten mitsingen* and *dass besser sein wird* and both those can be very readily understood in the context of what follows them. The piece as a whole easily meets all the criteria for a mark at Level 5 (13-15) and the mark is 15.

#### Range of language

A very good range of vocabulary has been combined with confidently used complex structures and sentences to produce an extremely fluent and coherent piece of writing. Within the context of the passage as a whole the wrong gender for *Knie* and the use of *wenn* instead of *als* do not impact on the final mark. All the evidence points to a mark at the top end of Level 4 (10-12).

## Accuracy

Verb and tense formations are secure throughout the piece as is word order in both simple and complex sentences. The minor lapses mentioned under both Content and Range of Language above have no impact on the overall accuracy of the work and the mark is 5.

Total: 15+12+5 = 32

## Higher student two (Question 2.2)

### Response

*Letztes Samstag ich bin nach Maroon 5 in Manchester. Es war gut und war das Stadion voll und wirklich laut. Die Atmosphäre war elektrischen. Sie waren erstaunliche Sängerin. Jeden Song war gut, besonders Animals und Maps. Macklemore auch durchgeführt. Er war auch erstaunliche. Er ist eine Qualitäts Rapper. Im Fernsehen ich habe gestern Adele at the BBC. Sie war sehr gut. Die Atmosphäre war elektrische als die Maroon 5 Konzert. Sie drei Stunden getretet und war sie ausgezeichnet die ganze Zeit. Das war fantastisch.. Überall beide Konzerte waren sehr gut. Meiner Meinung nach der Maroon 5 war besser.*

### Commentary

#### Content

At about 100 words this falls well short of the recommended 150 words necessary for conveying information in some detail. Some simple information and opinions emerge but, for various reasons, communication breaks down in several places. Further to that there are no attempts to justify opinions. Despite the brevity of the piece what clear information there is, coupled with the simple opinions expressed, is enough to give a mark at the bottom end of Level 2 (4-6).

#### Range of language

There are quite a lot of short sentences with the few attempts at longer ones relying on the single conjunction und and there is a distinct over-reliance on various forms of war. Those two compelling factors firmly place this at Level 1 (1 -3). What takes it to the top mark in the band is the range of vocabulary in evidence, especially in terms of the words used to express opinions such as *elektrisch*, *erstaunlich*, *ausgezeichnet* and *besser*. Those deserve to be credited.

#### Accuracy

The general meaning is usually clear, although sympathetic reading is needed in several places. Where various forms of war are used the work is accurate enough but every attempt at the perfect tense fails because either the auxiliary or the past participle is missing. Where inversion is needed it is not used and two inversions after und alter the sense of what has been written. It is not sufficiently inaccurate for a mark of 1, but it is not strong enough for a mark of 3 and 2 is fair.

Total: 4+3+2 = 9

### Question three

<b>0</b>	<b>3</b>	Translate the following passage into German.
----------	----------	--

I get on very well with my brother. We went last year to Spain together and we swam in the sea and ate in many restaurants. Next September I will go to another school. In the future I would like to be a doctor, although I do not like biology.
--

**[12 marks]**

#### Extract from mark scheme

##### Question 03

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

**[12 marks]**

##### Conveying key messages

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

### Application of grammatical knowledge of language and structures

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

#### Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

## Higher student one

### Response

*Ich verstehe mich sehr gut mit meinem Bruder. Letztes Jahr sind wir zusammen nach Spanien gefahren und wir sind im Meer geschwommen und haben in vielen Restaurants gegessen. Nächstes September werde ich eine andere Schule besuchen. In der Zukunft möchte ich Artzin sein, obwohl ich Biologie nicht mag.*

### Commentary

#### Conveying key messages

Every message is clearly conveyed with no pause for thought whatsoever. As such the mark is 6.

#### Application of grammatical knowledge of language and structures

Verb forms and tenses are secure throughout as are word order and cases. The use of **besuchen** in conjunction with **Schule** is also worthy of note as it shows good knowledge of the appropriate vocabulary. The wrong gender for September and the Umlaut omitted from **Ärztin** are minor errors within the context of the piece as a whole. It is virtually faultless and meets all the criteria for a mark of 6.

Total: 6+6 = 12

## Higher student two

### Response

*Ich verstehe mich sehr gut mit meinem Bruder. Wir sind nach Spanien gefahren und wir sind geschwimmt en das Meer und gegessen in viele Restaurante. Nachstes September wurde ich nach eine andere Schule. In der Zukunft möchte ich Ärztin bin, obwohl ich nicht Naturwissenschaft möchte.*

#### Conveying key messages

This is a mixture of the good and not so good. The opening sentence clearly conveys the required information but the first part of the second sentence, despite being grammatically correct, omits not only the fact that the student travelled to Spain together with her brother but also the time reference. The second part of the second sentence is undermined by the use of en and a wrong attempt at the past participle, while the third part can be readily understood. The next sentence makes no real sense and, despite the missed Umlaut on *wurde*, would have needed an infinitive to make it even partially comprehensible. Although *bin* is used instead of *sein*, her ambition to become a doctor is conveyed but the second part of that sentence cannot be understood. The places where communication is less than clear, when considered in conjunction with the omissions in the second sentence, mean that only some rather than most key messages are conveyed, so a mark of 3 is appropriate.

### **Application of grammatical knowledge of language and structures**

The candidate shows some ability to manipulate language and also has a reasonable knowledge of some of the vocabulary necessary to communicate the key messages. On the two occasions where inversion is needed it is used correctly and, although the clause itself does not make sense, the word order is correct after *obwohl*. Those factors together with the accuracy in evidence in the first sentence and a third push the mark to 3, because there is more than a limited knowledge of vocabulary and structures.

Total:  $3 + 3 = 6$

### Higher student three

#### Response

Ich komme gut mit meinem Bruder. Wir letzte Woche ins Spain zusammen gegangen und wir ins der Strand geschwimmen und ins viele Restaurants gegessen. Nächtes September bin ich ins ein anderer Schule werden. In der Zukunft bin ich gern ein Doktor würden, obwohl ich nicht so gern Biologie.

#### Commentary

##### **Conveying key messages**

Although an attempt is made to convey the key messages each of those attempts either fails or is flawed. The omission of *aus* in the first sentence negates it; while the use of the wrong time reference and of English – Spain – or the wrong word - Strand – mean that the first two elements of the extended second sentence are not communicated. Although the auxiliary is omitted the idea that they ate in many restaurants comes across as, despite the use of *bin...werden*, does the fact that the student will attend a different school in September. *Bin...würden* gives a little too much pause for thought but, despite the omission of a suitable verb, the idea of the student not liking biology can be gleaned. There is sufficient information communicated across the whole piece for a mark of 2.

##### **Application of grammatical knowledge of language and structures**

Taken as a whole it cannot be said that the piece is more accurate than inaccurate, especially given the failure to successfully form either the perfect or the future tense so a mark of 3 is precluded. There is, however, sufficient evidence in terms of some relevant vocabulary, two correct uses of inversion and a correct dative to award a mark of 2.

Total:  $2+2 = 4$

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