



GERMAN

0525/43

Paper 4 Writing

May/June 2017

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

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This document consists of **27** printed pages.

1 General Marking Principles**1.1 Crossing out:**

(a)	If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
(b)	If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

1.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

(a)	there is an indication from the candidate that other material should be considered.
(b)	the candidate has continued their answer outside the space provided.
(c)	there is no answer in the space provided.

1.3 Annotation used in the Mark Scheme:

(a)	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
(b)	BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

1.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

Award NR (No Response):

If there is nothing written at all in the answer space or

If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or

If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

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- 1.5 Optional questions:** You must mark all questions attempted by the candidate. Where a question has not been attempted then NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, RM Assessor will automatically only aggregate the candidate's best result.

Question	Answer	Marks
<p>2 Detailed Mark Scheme</p> <p>Question 1</p> <p>Candidates are required to list 8 items in German. Read all of the items that the candidate has listed and award marks as follows:</p> <p>(i) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.</p> <p>(ii) On Question 1, award marks for items wherever the candidate has written them.</p> <p>(iii) If the candidate offers more than one word per line, award a mark for each acceptable item.</p> <p>(iv) The pictures provided on the question paper are only suggestions.</p> <p>(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.</p> <p>(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.</p> <ul style="list-style-type: none"> • 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer? • Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created. • If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning). • Where letters are transposed, the word is likely to communicate (unless another word has been created). <p>(vii) If there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.</p> <p>(viii) Refuse all nouns which are repeated and which do not have a separate meaning:</p> <ul style="list-style-type: none"> • <i>Hose, kurze Hose</i>: award one mark to each item • <i>Kleine Hose, blaue Hose</i>: award one mark for the first <i>Hose</i> <p>(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.</p>		

Question	Answer	Marks																																																
1	<p><i>Sie gehen in die Stadt. Was sehen Sie? Machen Sie eine Liste von 8 Gebäuden auf Deutsch.</i></p> <p><u>The following are examples. Accept any appropriate buildings in town which the candidate might choose:</u></p> <table border="1" data-bbox="533 352 1740 1201"> <thead> <tr> <th data-bbox="533 352 911 421">ACCEPT</th> <th data-bbox="911 352 1137 421"></th> <th data-bbox="1137 352 1516 421">REFUSE</th> <th data-bbox="1516 352 1740 421"></th> </tr> </thead> <tbody> <tr> <td data-bbox="533 421 911 496">Bäckerei</td> <td data-bbox="911 421 1137 496"></td> <td data-bbox="1137 421 1516 496">Markt – <i>in example, do not accept as answer</i></td> <td data-bbox="1516 421 1740 496"></td> </tr> <tr> <td data-bbox="533 496 911 564">Bahnhof</td> <td data-bbox="911 496 1137 564"></td> <td data-bbox="1137 496 1516 564">Kirsch – <i>another meaning</i></td> <td data-bbox="1516 496 1740 564"></td> </tr> <tr> <td data-bbox="533 564 911 633">Buchhandlung</td> <td data-bbox="911 564 1137 633"></td> <td data-bbox="1137 564 1516 633"></td> <td data-bbox="1516 564 1740 633"></td> </tr> <tr> <td data-bbox="533 633 911 702">Kino</td> <td data-bbox="911 633 1137 702"></td> <td data-bbox="1137 633 1516 702"></td> <td data-bbox="1516 633 1740 702"></td> </tr> <tr> <td data-bbox="533 702 911 770">Kirche</td> <td data-bbox="911 702 1137 770"></td> <td data-bbox="1137 702 1516 770"></td> <td data-bbox="1516 702 1740 770"></td> </tr> <tr> <td data-bbox="533 770 911 839">Krankenhaus</td> <td data-bbox="911 770 1137 839"></td> <td data-bbox="1137 770 1516 839"></td> <td data-bbox="1516 770 1740 839"></td> </tr> <tr> <td data-bbox="533 839 911 908">Schloss</td> <td data-bbox="911 839 1137 908"></td> <td data-bbox="1137 839 1516 908"></td> <td data-bbox="1516 839 1740 908"></td> </tr> <tr> <td data-bbox="533 908 911 976">Schwimmbad</td> <td data-bbox="911 908 1137 976"></td> <td data-bbox="1137 908 1516 976"></td> <td data-bbox="1516 908 1740 976"></td> </tr> <tr> <td data-bbox="533 976 911 1045">Stadion</td> <td data-bbox="911 976 1137 1045"></td> <td data-bbox="1137 976 1516 1045"></td> <td data-bbox="1516 976 1740 1045"></td> </tr> <tr> <td data-bbox="533 1045 911 1114"></td> <td data-bbox="911 1045 1137 1114"></td> <td data-bbox="1137 1045 1516 1114"></td> <td data-bbox="1516 1045 1740 1114"></td> </tr> <tr> <td data-bbox="533 1114 911 1182"></td> <td data-bbox="911 1114 1137 1182"></td> <td data-bbox="1137 1114 1516 1182"></td> <td data-bbox="1516 1114 1740 1182"></td> </tr> </tbody> </table>	ACCEPT		REFUSE		Bäckerei		Markt – <i>in example, do not accept as answer</i>		Bahnhof		Kirsch – <i>another meaning</i>		Buchhandlung				Kino				Kirche				Krankenhaus				Schloss				Schwimmbad				Stadion												5
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<p>Question 2</p> <p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> • Communication: award a mark out of 10, according to the instructions in 2.1. • Language: award a mark out of 5, according to the instructions in 2.2. 		
2	<p><i>Sie beschreiben Ihren Schulfreund/Ihre Schulfreundin.</i></p> <p><u>2.1: Award a mark out of 10 for Communication</u></p> <p>(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point in the body of the answer.</p> <p>(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the tasks must be covered to get the 10 communication marks:</p> <ul style="list-style-type: none"> • <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9. • <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on). <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling use ‘rules’ in Question 1: look alike, sound alike, etc.)</p> <p>(v) <u>LISTS</u> = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks</p> <ul style="list-style-type: none"> • Ich <u>habe</u> lange schwarze Haare, blaue Augen und einen kleinen Mund = 1 mark (1 verb = a list of 3) • ich <u>habe</u> lange, schwarze Haare (1), ich <u>bin</u> ganz klein (1), und ich <u>bin</u> hübsch (1) = 3 marks (3 verbs). <p>(vi) Only reward each piece of information once, e.g. ‘mein Haus ist super’ cannot score both as description and reason for liking (‘mein Haus ist super’ and ‘mein Garten ist super’ can both be rewarded).</p> <p>(vii) Do not penalise factual errors.</p> <p>(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.</p>	15

Question	Answer	Marks						
2	<table border="1"> <thead> <tr> <th data-bbox="400 248 517 316">Tick</th> <th data-bbox="517 248 1872 316">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="400 316 517 703">✓1</td> <td data-bbox="517 316 1872 703"> <p>Sagen Sie, wie Ihr Schulfreund/ihre Schulfreundin heißt und wie er/sie aussieht. As long as either given, consider task complete. REWARD any statement relating to</p> <ul style="list-style-type: none"> • name of schoolfriend • description/details about schoolfriend <p>Accept</p> <ul style="list-style-type: none"> • <i>er/sie</i>/name of person, even if no specific reference to being a schoolfriend • accept <i>namens</i> for <i>heißt</i> • reference to age as a description, e.g. <i>er ist ziemlich alt</i> <p>Reject</p> <ul style="list-style-type: none"> • reference to age in years, e.g. <i>er ist 16 Jahre alt</i> </td> </tr> <tr> <td data-bbox="400 703 517 898">✓2</td> <td data-bbox="517 703 1872 898"> <p>Beschreiben Sie, was für Schulfächer er/sie mag. REWARD any statement relating to</p> <ul style="list-style-type: none"> • any list/description of school subject(s) which he/she likes • also allow reasons/explanations given • any further details relating to the school subjects </td> </tr> </tbody> </table>	Tick	Accept	✓1	<p>Sagen Sie, wie Ihr Schulfreund/ihre Schulfreundin heißt und wie er/sie aussieht. As long as either given, consider task complete. REWARD any statement relating to</p> <ul style="list-style-type: none"> • name of schoolfriend • description/details about schoolfriend <p>Accept</p> <ul style="list-style-type: none"> • <i>er/sie</i>/name of person, even if no specific reference to being a schoolfriend • accept <i>namens</i> for <i>heißt</i> • reference to age as a description, e.g. <i>er ist ziemlich alt</i> <p>Reject</p> <ul style="list-style-type: none"> • reference to age in years, e.g. <i>er ist 16 Jahre alt</i> 	✓2	<p>Beschreiben Sie, was für Schulfächer er/sie mag. REWARD any statement relating to</p> <ul style="list-style-type: none"> • any list/description of school subject(s) which he/she likes • also allow reasons/explanations given • any further details relating to the school subjects 	
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Question	Answer	Marks												
2	<p><u>2.2: Award a mark out of 5 for Language</u></p> <p>Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see <i>Note on using mark schemes with Grade descriptors (Appendix I)</i>).</p> <p>Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="398 486 1872 1061"> <tbody> <tr> <td data-bbox="398 486 479 639">5</td> <td data-bbox="479 486 1872 639">Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.</td> </tr> <tr> <td data-bbox="398 639 479 756">4</td> <td data-bbox="479 639 1872 756">Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td data-bbox="398 756 479 873">3</td> <td data-bbox="479 756 1872 873">Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.</td> </tr> <tr> <td data-bbox="398 873 479 959">2</td> <td data-bbox="479 873 1872 959">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="398 959 479 1010">1</td> <td data-bbox="479 959 1872 1010">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="398 1010 479 1061">0</td> <td data-bbox="479 1010 1872 1061">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> <p>*Consider the whole answer when awarding mark for language</p> <p style="text-align: right;">Total for Communication: 10 marks Total for Language: 5 marks Total for Question 2: 15 marks</p>	5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.	4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.	3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.	2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.	1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.	0	One or two disjointed words or short phrases may be recognisable.	
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Question	Answer	Marks
Question 3		
Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:		
<ul style="list-style-type: none"> • Communication: award a mark out of 10, according to the instructions in 3.1. • Language: award a mark out of 8 for Verbs, according to the instructions in 3.2. award a mark out of 12 for Other linguistic features, according to the instructions in 3.3. 		
<u>3.1: Award a mark out of 10 for Communication</u>		
(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.		
(ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point (in the body of the answer).		
2 ticks	Message clearly communicated.* Minor errors (adjective endings, use of prepositions etc.) are tolerated.	
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.**	
0 ticks	Nothing of worth communicated.	
*in the appropriate time frame		
**irrespective of time frame, attempt at an appropriate verb is made, verb may be incorrect but recognisable		
(iii) Add up the ticks to give a mark out of 10 for Communication.		
Please refer to Appendix II for generic guidance on awarding ticks for Communication.		

Question	Answer	Marks																				
<p><u>3.2: Award a mark out of 8 for accurate use of Verbs</u></p>																						
<p>When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. For question-specific guidance, see later in this mark scheme.</p>																						
<p>(i) Place a tick above the first occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below). (ii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.</p>																						
<p>Conversion table for accurate use of Verbs (Question 3)</p>																						
<table border="1"> <thead> <tr> <th data-bbox="790 549 1167 603">Number of ticks</th> <th data-bbox="1167 549 1444 603">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="790 603 1167 651">18+</td> <td data-bbox="1167 603 1444 651">8</td> </tr> <tr> <td data-bbox="790 651 1167 699">16,17</td> <td data-bbox="1167 651 1444 699">7</td> </tr> <tr> <td data-bbox="790 699 1167 746">14,15</td> <td data-bbox="1167 699 1444 746">6</td> </tr> <tr> <td data-bbox="790 746 1167 794">12,13</td> <td data-bbox="1167 746 1444 794">5</td> </tr> <tr> <td data-bbox="790 794 1167 842">10,11</td> <td data-bbox="1167 794 1444 842">4</td> </tr> <tr> <td data-bbox="790 842 1167 890">8,9</td> <td data-bbox="1167 842 1444 890">3</td> </tr> <tr> <td data-bbox="790 890 1167 938">6,7</td> <td data-bbox="1167 890 1444 938">2</td> </tr> <tr> <td data-bbox="790 938 1167 986">4,5</td> <td data-bbox="1167 938 1444 986">1</td> </tr> <tr> <td data-bbox="790 986 1167 1062">0,1,2,3</td> <td data-bbox="1167 986 1444 1062">0</td> </tr> </tbody> </table>			Number of ticks	Mark	18+	8	16,17	7	14,15	6	12,13	5	10,11	4	8,9	3	6,7	2	4,5	1	0,1,2,3	0
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0,1,2,3	0																					

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<p>How to award ticks for accurate use of Verbs (Question 3):</p> <ul style="list-style-type: none"> • both subject and verb must be correct for the verb to score a tick <ul style="list-style-type: none"> • Subject (=subject noun or pronoun including article or possessive) + any finite verb • Disregard adjectives, relative clauses, qualifiers and modifiers when looking at the 'subject' • Minor spelling errors in the subject will be tolerated • Capitalisation of nouns will be considered under <i>Other linguistic features</i> • Ignore inaccuracies in the use of umlauts except where lack/addition of umlaut creates another word e.g. Accept: <i>wir müssen</i> (could not mean anything else), but do not accept <i>ich mochte</i> where <i>ich möchte</i> is required (word means something different). • verb must be in the <u>appropriate tense</u> to score a tick (see session-specific tables on tenses) <p>Note: exclude letter etiquette from verb ticks (<i>Hallo, Wie geht es dir?</i>) consider under OLF. Do not award a verb tick where an accurate verb form is used in a sentence that conveys no meaning.</p> <p>Subject with verb</p> <table border="1" data-bbox="143 839 1556 1093"> <thead> <tr> <th>Tick</th> <th>No tick</th> <th>Note</th> </tr> </thead> <tbody> <tr> <td>Ich bin (✓)</td> <td></td> <td></td> </tr> <tr> <td>Ich spiele (✓)</td> <td>Ich spielt (<i>no tick</i>)</td> <td>verb form must be correctly spelt</td> </tr> <tr> <td>Der Mann kommt (✓)</td> <td>Den Mann kommt (<i>no tick</i>)</td> <td>subject must be correct</td> </tr> <tr> <td>Ich bin gegangen (✓)</td> <td>Ich habe gegangen (<i>no tick</i>)</td> <td>insist on correct auxiliary</td> </tr> </tbody> </table> <p>With reflexive verbs</p> <table border="1" data-bbox="143 1195 1556 1380"> <thead> <tr> <th>Tick</th> <th>No tick</th> <th>Note</th> </tr> </thead> <tbody> <tr> <td>Ich wasche mich (✓)</td> <td>Ich wasche sich (<i>no tick</i>)</td> <td>insist on correct reflexive pronoun</td> </tr> <tr> <td></td> <td>Ich wasche mich das Auto (<i>no tick</i>)</td> <td>'waschen' should not be used reflexively in this statement</td> </tr> </tbody> </table>			Tick	No tick	Note	Ich bin (✓)			Ich spiele (✓)	Ich spielt (<i>no tick</i>)	verb form must be correctly spelt	Der Mann kommt (✓)	Den Mann kommt (<i>no tick</i>)	subject must be correct	Ich bin gegangen (✓)	Ich habe gegangen (<i>no tick</i>)	insist on correct auxiliary	Tick	No tick	Note	Ich wasche mich (✓)	Ich wasche sich (<i>no tick</i>)	insist on correct reflexive pronoun		Ich wasche mich das Auto (<i>no tick</i>)	'waschen' should not be used reflexively in this statement
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Question	Answer		Marks
With separable verbs			
Tick	No tick	Note	
Ich lege ein Foto bei (✓)	Ich beilege ein Foto (no tick)	prefix needs to be separated where appropriate for the verb to score	
Ich lege bei ein Foto (✓)		Prefix does not need to be in the correct syntactic position for the verb to score. Consider word order in OLF.	
Ich habe mitgemacht (✓)	Ich habe gemitmacht (no tick)	prefix needs to be separated where appropriate for the verb to score	
Word order			
Tick	No tick	Note	
Ich bin <u>geflogen</u> gestern. (✓)		Tolerate incorrect word order for compound tenses as long as communication is not impeded, (consider under <i>Other linguistic features</i>)	
Jeden Tag ich fahre mit dem Bus. (✓)		Tolerate wrong word order when main verb is not in position 2 for verb tick.	
Ich habe gesonnt mich (✓)		Tolerate incorrect word order, consider under OLF	
Wenn das Wetter schön ist (✓), wir gehen immer in den Park. (✓)		Tolerate wrong word order in sub-clauses for verb tick. Annotate for extra ling. features.	
Wer bist du (?) (✓)	Wer du bist (?) (no tick)	inversion required with question word	

Question	Answer	Marks
Compound tenses		
Tick	No tick	Note
Ich habe gekauft (✓)	Ich hat gekauft. (no tick)	auxiliary must be correct
Wir sind gefahren. (✓)	Wir haben gefahren. (no tick)	auxiliary must be correct
Ich werde singen. (✓)		future credited as compound tense, so no extra tick for infinitive
Er würde ein neues Auto kaufen. (✓)		conditional credited, so no extra tick for infinitive
Wir werden mit dem Bus fahren. (✓)		1 tick for compound tense
Wir werden fahren mit dem Bus. (✓)		Tolerate incorrect word order for compound tenses as long as communication is not impeded, (consider under <i>Other linguistic features</i>)
Single auxiliary with multiple past participles		
Tick	No tick	Note
Wir haben gesungen und getanzt (✓) (✓)		Wir haben gesungen = tick 1; Wir haben getanzt = tick 2
Verbs with negative		
Tick	No tick	Note
Sie spielen nicht (✓)		tick is awarded for the correct verb and subject; the negative is considered for reward in 'Other linguistic features', hence credit for the verb is unaffected by any error in position of the negative
Sie nicht spielen (✓)		

Question	Answer		Marks
Correct verb within meaningless statement			
Tick	No tick	Note	
Der Tag war lang (✓)	Der Tag war klug (<i>no tick</i>)	do not reward a correct verb in a meaningless statement	
Infinitive/Modal constructions			
Tick	No tick	Note	
Ich kann (✓) gut spielen (✓)			
Ich kannst (<i>no tick</i>) gut spielen (✓)		incorrect verb form but correct infinitive	
Ich kann (✓) spielen (✓) gut		Tolerate infinitive in incorrect position, Consider word order in <i>Other linguistic features</i>	
Ich will (✓) spiele (<i>no tick</i>)		incorrect spelling of infinitive	
Er hat versucht (✓) fit zu bleiben (✓)			
Er hat versucht (✓) fit bleiben (<i>no tick</i>)		zu is omitted, hence infinitive cannot be credited	
Ich möchte (✓) zu studieren (<i>no tick</i>)		zu is incorrectly added, hence infinitive cannot be credited	
Reward only the first occurrence of a verb, e.g.			
<ul style="list-style-type: none"> • Ich mag (✓) Schwimmen. Ich mag (<i>no tick</i>) auch Tennis. • Ich mag (✓) Schwimmen. Ich mag (<i>no tick</i>) Tennis nicht. • Hier gibt es (✓) Berge und Flüsse. Es gibt auch (<i>no tick</i>) ... 			
However,			
<ul style="list-style-type: none"> • Ich mag (✓) Schwimmen und mein Bruder mag (✓) Tennis – 2 different persons of the verb • Mein Bruder mag Schwimmen (✓) und meine Schwester mag (<i>no tick</i>) Tennis – both third person usage • Sie ist (✓) unglücklich, es ist (<i>no tick</i>) nicht gut – both third person usage 			

Question	Answer	Marks
	<p>Register</p> <p>Reward Language if incorrect register (<i>du</i>) is used as long as this is consistently done. (But note that incorrect register will be penalised under Other Linguistic Features.)</p> <p>If candidates' register is inconsistent within the context, i.e. if they write an inappropriate mixture of <i>du</i> and <i>Sie</i> within the same context, go with the most frequently used and only tick those for Language (if otherwise correct).</p> <p><u>3.3: Award a mark out of 12 for Other linguistic features</u></p> <p>(i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see Note on using mark schemes with Grade descriptors (Appendix I)).</p> <p>(ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:</p> <ul style="list-style-type: none"> • Use of capital/lower-case letters in nouns and pronouns • Use of nouns (case agreement and use of determiners) • Use of prepositions, followed by case agreement • Adjectives (including comparatives and superlatives), possessives and demonstratives • Word order (inversion, verb position in relative/subordinate clauses, verb position in compound tenses, word order with direct/indirect objects, word order with separable and reflexive verbs and time/manner/place) • Subordinate clauses (use of <i>wenn, weil, dass, als, seit</i> etc.) • Negatives (<i>nicht, nie, weder...noch</i>, use of <i>kein</i>) • Linking words and conjunctions other than <i>und/aber</i> • Adverbs and adverbial phrases • Relative clauses, including use of relative pronouns • Object pronouns, direct and indirect • Appropriate use of register/ letter etiquette. 	

Question	Answer	Marks
Grade descriptors for Other linguistic features (Question 3)		
11–12	<ul style="list-style-type: none"> • Uses a wide range of structures effectively; produces longer, fluent sentences with ease. • Highly accurate at this level, though not necessarily faultless. • Makes effective use of a wide range of vocabulary fully appropriate to the task. 	
9–10	<ul style="list-style-type: none"> • Attempts a range of structures with a good degree of success. • More complex language usually error-free. • Uses a variety of relevant vocabulary at this level. 	
7–8	<ul style="list-style-type: none"> • In control of simple structures. Varied success with more complex structures. • Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted. • Has sufficient vocabulary to add some interest to the writing. 	
5–6	<ul style="list-style-type: none"> • Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task. 	
3–4	<ul style="list-style-type: none"> • Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary. 	
1–2	<ul style="list-style-type: none"> • A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. 	
0	<ul style="list-style-type: none"> • One or two disjointed words or short phrases may be recognisable. 	
<p>Total for Communication: 10 marks Total for Verbs: 8 marks Total for Other linguistic features: 12 marks Total for Question 3: 30 marks</p>		

Question-specific Guidance for Question 3

Question	Answer	Marks															
3(a)	<p data-bbox="309 284 1686 316"><i>Sie waren letztes Wochenende im Zoo. Sie schreiben eine E-Mail an Ihren Freund/an Ihre Freundin.</i></p> <p data-bbox="309 352 1395 384"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="371 419 1904 1251"> <thead> <tr> <th data-bbox="371 419 472 467">Tick</th> <th data-bbox="472 419 1789 467">Accept</th> <th data-bbox="1789 419 1904 467">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="371 467 472 624">✓✓1</td> <td data-bbox="472 467 1789 624"> <p data-bbox="483 480 1346 512">Description of what the candidate saw at the zoo last weekend</p> <p data-bbox="483 549 1305 612">For 2 Comm ticks insist on past tense. Allow anything sensible, e.g. reference to specific animals seen.</p> </td> <td data-bbox="1789 467 1904 624">2</td> </tr> <tr> <td data-bbox="371 624 472 807">✓✓2</td> <td data-bbox="472 624 1789 807"> <p data-bbox="483 636 1137 668">Account of what the candidate did at lunchtime</p> <p data-bbox="483 705 1619 801">For 2 Comm ticks insist on past tense. Allow anything sensible, e.g. reference to having eaten lunch/having played football, etc. (Note: activity does not have to be related to being at zoo)</p> </td> <td data-bbox="1789 624 1904 807">2</td> </tr> <tr> <td data-bbox="371 807 472 1062">✓✓3</td> <td data-bbox="472 807 1789 1062"> <p data-bbox="483 820 1480 852">Explanation as to why the candidate likes/does not like going to the zoo</p> <p data-bbox="483 888 1630 1048">For 2 Comm ticks insist on present tense. Allow anything sensible. Allow <i>wir</i> as subject. No need to insist on inclusion of <i>weil</i>. Allow opinion/reason in the form of description with adjective (e.g. <i>Die Tiere sind so süß</i>).</p> </td> <td data-bbox="1789 807 1904 1062">2</td> </tr> <tr> <td data-bbox="371 1062 472 1251">✓✓4</td> <td data-bbox="472 1062 1789 1251"> <p data-bbox="483 1075 1317 1107">Account of candidate's opinion of animal programmes on tv</p> <p data-bbox="483 1144 1171 1240">For 2 Comm ticks insist on present tense. Allow anything sensible. Allow opinion in the form of description with adjective.</p> </td> <td data-bbox="1789 1062 1904 1251">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓✓1	<p data-bbox="483 480 1346 512">Description of what the candidate saw at the zoo last weekend</p> <p data-bbox="483 549 1305 612">For 2 Comm ticks insist on past tense. Allow anything sensible, e.g. reference to specific animals seen.</p>	2	✓✓2	<p data-bbox="483 636 1137 668">Account of what the candidate did at lunchtime</p> <p data-bbox="483 705 1619 801">For 2 Comm ticks insist on past tense. Allow anything sensible, e.g. reference to having eaten lunch/having played football, etc. (Note: activity does not have to be related to being at zoo)</p>	2	✓✓3	<p data-bbox="483 820 1480 852">Explanation as to why the candidate likes/does not like going to the zoo</p> <p data-bbox="483 888 1630 1048">For 2 Comm ticks insist on present tense. Allow anything sensible. Allow <i>wir</i> as subject. No need to insist on inclusion of <i>weil</i>. Allow opinion/reason in the form of description with adjective (e.g. <i>Die Tiere sind so süß</i>).</p>	2	✓✓4	<p data-bbox="483 1075 1317 1107">Account of candidate's opinion of animal programmes on tv</p> <p data-bbox="483 1144 1171 1240">For 2 Comm ticks insist on present tense. Allow anything sensible. Allow opinion in the form of description with adjective.</p>	2	30
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<table border="1"> <thead> <tr> <th data-bbox="383 608 629 687">Communication point</th> <th data-bbox="629 608 1895 687">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 687 629 743">1</td> <td data-bbox="629 687 1895 743">For 2 Comm ticks insist on past tense</td> </tr> <tr> <td data-bbox="383 743 629 799">2</td> <td data-bbox="629 743 1895 799">For 2 Comm ticks insist on past tense</td> </tr> <tr> <td data-bbox="383 799 629 855">3</td> <td data-bbox="629 799 1895 855">For 2 Comm ticks insist on past tense</td> </tr> <tr> <td data-bbox="383 855 629 911">4</td> <td data-bbox="629 855 1895 911">For 2 Comm ticks insist on past tense</td> </tr> <tr> <td data-bbox="383 911 629 943">5</td> <td data-bbox="629 911 1895 943">For 2 Comm ticks insist on future time frame, Allow a present tense verb + future time phrase</td> </tr> </tbody> </table>				Communication point	For Verbs, accept:	1	For 2 Comm ticks insist on past tense	2	For 2 Comm ticks insist on past tense	3	For 2 Comm ticks insist on past tense	4	For 2 Comm ticks insist on past tense	5	For 2 Comm ticks insist on future time frame, Allow a present tense verb + future time phrase
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Appendix I**Note on using mark schemes with Grade descriptors**

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a ‘best fit’ approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate’s performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

For example, when marking Question 3 you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, use the following guidance:

- If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

Note on irrelevant material

In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. This is extremely rare.

A genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader.

See separate document for more detailed guidance on irrelevant material.

Appendix II: Generic guidance on awarding ticks for Communication

Example 1: *Beschreiben Sie, was Sie mit Ihrer Familie gemacht haben.*

Candidate's response	Ticks for Communication	Reason for mark
<i>Ja ich mit meiner Familie gemacht.</i>	0	Nothing of worth communicated.
<i>Wir bin einen Ausflug in die Berge gemacht.</i>	1	Some meaning conveyed – use of 'bin' makes message ambiguous (Is it <i>wir</i> or <i>ich</i> ?).
<i>Wir haben einen Ausflug in die Berge.</i>	0	Message not communicated. Attempt has been made at appropriate time frame but no attempt at appropriate verb
<i>Wir haben einen Ausflug in die Berge gemacht.</i>	1	Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)
<i>Wir habe einen Ausflug in die Berge gemacht.</i>	1	Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)
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<i>Wir einen Ausflug in die Berge gemacht.</i>	1	Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)
<i>Wir habe ein neues Auto.</i>	1	Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)
<i>Wir machen einen Ausflug in die Berge.</i>	1	Appropriate choice of verb, verb recognisable in its form but incorrect (in its time frame) (ambiguous but still communicates some meaning)
<i>Ich habe mit meiner Familie einen Ausflug in die Berge gemacht.</i>	2	Message clearly communicated.
<i>Ich habe einen Ausflug in die Berge gemacht.</i>	2	Minor error is tolerated

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Example 2: *Beschreiben Sie einen Tag, an dem Sie viel Sport getrieben haben. Was war besonders schwierig und warum?*

Candidate's response	Ticks for Communication	Reason for mark
<i>Ich viel Sport getrieben haben.</i>	0	nothing of worth communicated.
<i>Das Schwimmen was schwierig.</i>	0	Meaning not conveyed (<i>was</i> doesn't communicate message in German)
<i>Das Schwimmen war für mich besonders schwierig.</i>	1	Some meaning is conveyed but the message is incomplete (no reason is given).
<i>Das Schwimmen war für mich besonders schwierig, weil das Wasser so kalt war.</i>	2	Message clearly communicated.

3 steps to award Communication marks:

- 1) Check against Communication task > Has the task been attempted? (no attempt → no Comm. tick)
- 2) Find the best attempt at the task
- 3) In that task, is the message clear (2 ticks) or ambiguous/(unclear) (1 tick) or absent (0 ticks)? (see table above)

Additional notes on the award of Communication ticks in Q3 where part of the sentence is incorrect/unclear/ambiguous.

In order for 2 Communication ticks to be awarded to the message, the **clause containing the message has to be clear/without ambiguity/in the appropriate time frame.**

*Letztes Wochenende im Sportzentrum **haben wir Federball gespielt** und wir haben Sport getrieibt.*

*Ich kann die Bergen bestiegen, freschen Luft atmen und **in der Natur wandern.***

Although part of each sentence above may be ambiguous/unclear /contain inaccuracy, we can award 2 Communication ticks each time because the key message is contained in a clause which is clear, accurate, without ambiguity and in the appropriate time frame.

Additional Notes on awarding Verb Ticks in Q3

Please note the following regarding verb ticks for verbs followed by **infinitive, nominalised verb or object**.

Ich bin schwimmen gegangen/Schwimmen gegangen (✓)

In this example ,Schwimmen gehen' should be treated as one concept. So ,Ich bin schwimmen gegangen/Schwimmen gegangen' is credited with 1 verb tick (just like ,ich bin Fahrrad gefahren'). Accept ,schwimmen gegangen/Schwimmen gegangen' (use of capital letters considered under OLF).

Ich mag/liebe (✓) schwimmen gehen/Schwimmen gehen (x)

Ich mag/ich liebe are correct and worth 1 verb tick.

In this example the verbs mögen and lieben are transitive and should be followed by an object. Hence in this example do not credit verb tick for ,schwimmen gehen/Schwimmen gehen' as in this case it is nominalised and cannot be treated as a verb.

Note: The message does, however, perfectly communicate and so should gain 2 Communication ticks. There is no ambiguity.

Ich mag/liebe (✓) es, schwimmen zu gehen/Schwimmen zu gehen (✓)

Ich mag/ich liebe are correct and worth 1 verb tick.

In this example the verbs mögen and lieben are transitive and are followed by the object es. The infinitive which follows requires the use of zu.

Accept ,schwimmen zu gehen/Schwimmen zu gehen' for 1 verb tick (use of capital letters considered under OLF).

Ich kann/muss/soll/will (✓) schwimmen gehen/Schwimmen gehen (✓)

Modal verbs are correct and worth 1 verb tick.

In this example the modal verbs are intransitive and should be followed by an infinitive.

In this example ,schwimmen gehen/Schwimmen gehen' is the infinitive but should be treated as one concept with 1 verb tick (just like ,Fahrrad fahren'). Accept ,schwimmen gehen/Schwimmen gehen' (use of capital letters considered under OLF).