



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

GERMAN

0525/04

Paper 4 Writing

For examination from 2017

MARK SCHEME

Maximum Mark: 50

Specimen

The syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **21** printed pages and **1** blank page.

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

- If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- If a candidate crosses out an answer to a whole question 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:

- there is an indication from the candidate that other material should be considered
- the candidate has continued their answer outside the space provided
- there is no answer in the space provided.

1.3 Annotation used in the Mark Scheme and/or Marking:

- tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
- 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

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.

1.5 Optional questions: you must mark all questions attempted by the candidate. Where a question has not been attempted then a 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, only the candidate's best result will be aggregated.

Question	Answer	Marks
Question 1	<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, reward 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) Once marking proper starts, 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> <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 data-bbox="193 533 228 1937"><i>Sie wollen Mittagessen kochen. Was brauchen Sie? Machen Sie eine Liste auf Deutsch von 8 Dingen.</i></p> <table border="1" data-bbox="268 309 1045 1937"> <tbody> <tr><td>Äpfel</td><td>Käse</td></tr> <tr><td>Aufschnitt</td><td>Mehl</td></tr> <tr><td>Bananen</td><td>Milch</td></tr> <tr><td>Brot</td><td>Nudeln</td></tr> <tr><td>Butter</td><td>Öl</td></tr> <tr><td>Eier</td><td>Pfeffer</td></tr> <tr><td>Eis</td><td>Reis</td></tr> <tr><td>Erdbeeren</td><td>Sahne</td></tr> <tr><td>Fisch</td><td>Salz</td></tr> <tr><td>Fleisch</td><td>Schokolade</td></tr> <tr><td>Hähnchen</td><td>Senf</td></tr> <tr><td>Joghurt</td><td>Tomaten</td></tr> <tr><td>Karotten</td><td>Wurst</td></tr> <tr><td>Kartoffeln</td><td>Zucker</td></tr> <tr><td></td><td>Zwiebeln</td></tr> </tbody> </table>	Äpfel	Käse	Aufschnitt	Mehl	Bananen	Milch	Brot	Nudeln	Butter	Öl	Eier	Pfeffer	Eis	Reis	Erdbeeren	Sahne	Fisch	Salz	Fleisch	Schokolade	Hähnchen	Senf	Joghurt	Tomaten	Karotten	Wurst	Kartoffeln	Zucker		Zwiebeln	5
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Total for Question 1: 5 marks																																

Question	Answer	Marks
Question 2	<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.	

Question	Answer	Marks
2	<p data-bbox="193 927 225 1935">Sie schreiben an eine Web-Site, um andere junge Leute kennenzulernen.</p> <p data-bbox="245 1279 277 1935">2.1: Award a mark out of 10 for Communication</p> <p data-bbox="316 398 379 1935">(i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer.</p> <p data-bbox="421 465 485 1935">(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 4 tasks must be covered to get the 10 communication marks:</p> <ul data-bbox="491 770 558 1877" 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 data-bbox="596 1099 628 1935">(iii) Add up the ticks to give a mark out of 10 for communication.</p> <p data-bbox="667 1570 699 1935">(iv) For COMMUNICATION</p> <ul data-bbox="705 555 801 1877" style="list-style-type: none"> • Look for a verb (finite or infinitive) before awarding a mark. Lists without a verb will not score. • For language other than verbs, use 'rules' in Question 1: look alike, sound alike, etc. • Misplaced adjectives, negatives and adverbs will not usually compromise communication. <p data-bbox="839 367 903 1935">(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 data-bbox="909 501 976 1877" style="list-style-type: none"> • <i>Ich <u>habe</u> lange schwarze Haare, blaue Augen und einen kleinen Mund</i> = 1 mark (1 verb = a list of 3) • <i>ich <u>habe</u> lange, schwarze Haare (1), ich <u>bin</u> ganz klein (1), und ich <u>bin</u> hübsch (1)</i> = 3 marks (3 verbs). <p data-bbox="1015 331 1078 1935">(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 data-bbox="1117 1487 1149 1935">(vii) Do not penalise factual errors.</p> <p data-bbox="1187 600 1219 1935">(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
✓1	<p>Accept</p> <p>Sagen Sie wie Sie heißen und wie Sie aussehen As long as either given, consider task complete. REWARD: name = (max 1 mark); looks: any description about appearance: e.g. facial appearance/hair/height/size/etc.</p>	
✓2	<p>Sagen Sie, wo Sie wohnen und wie es da ist As long as either given, consider task complete REWARD: any description about where he/she lives: e.g. name of place, location, proximity to other towns, type of area (country/mountain region/by the sea/etc.), what the weather is like there, activities on offer in the area, opinions of the place, etc.</p>	
✓3	<p>Sagen Sie welche Hobbys und Interessen Sie haben REWARD: any detail about the hobbies/interests – what they are, where they are done, how often, with whom, opinions about them, reasons for doing them, etc.</p>	
✓4	<p>Sagen Sie was Sie in den nächsten Ferien machen werden und warum As long as either is given, consider the task to be complete. REWARD: any detail about plans for the next holiday: e.g. where, with whom, for how long, travel arrangements, accommodation, planned activities, etc., together with reasons given for these choices. ACCEPT: reason for holiday choice with or without use of <i>weil</i>. ACCEPT: use of suitable adjective as a form of reason.</p>	

Question	Answer	Marks												
2.2: Award a mark out of 5 for Language	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</i> (last page of the mark scheme)).													
Grade descriptors for Language (Question 2)	<table border="1"> <tbody> <tr> <td data-bbox="443 2011 595 2103">5</td> <td data-bbox="443 185 595 2011">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="603 2011 722 2103">4</td> <td data-bbox="603 185 722 2011">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="730 2011 842 2103">3</td> <td data-bbox="730 185 842 2011">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="850 2011 898 2103">2</td> <td data-bbox="850 185 898 2011">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="906 2011 946 2103">1</td> <td data-bbox="906 185 946 2011">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="954 2011 994 2103">0</td> <td data-bbox="954 185 994 2011">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table>	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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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.													
*Consider the whole answer when awarding mark for language	<p>Total for Communication: 10 marks Total for Language: 5 marks Total for Question 2: 15 marks</p>													

Question	Answer	Marks						
Question 3	<p>Candidates answer 1 question from a choice of 3. 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 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. <p>For question-specific guidance, see later in this mark scheme.</p> <p>3.1: Award a mark out of 10 for Communication</p> <p>(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.</p> <p>(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).</p> <table border="1" data-bbox="756 539 911 2103"> <tbody> <tr> <td data-bbox="756 1973 804 2103">2 ticks</td> <td data-bbox="756 539 804 1973">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="804 1973 852 2103">1 tick</td> <td data-bbox="804 539 852 1973">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="852 1973 900 2103">0 ticks</td> <td data-bbox="852 539 900 1973">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) Look for a verb (finite or infinitive) before awarding a mark for communication.</p> <p>(iv) Add up the ticks to give a mark out of 10 for Communication.</p>	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.	
2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.							
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0 ticks	Nothing of worth communicated.							

Question	Answer	Marks																				
<p>3.2: Award a mark out of 8 for accurate use of Verbs</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).</p> <p>(ii) Place the tick so that it does not obscure the umlaut.</p> <p>(iii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.</p> <p style="text-align: center;">Conversion table for accurate use of Verbs (Question 3)</p> <table border="1" data-bbox="651 689 1166 1594"> <thead> <tr> <th>Number of ticks</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>18+</td> <td>8</td> </tr> <tr> <td>16,17</td> <td>7</td> </tr> <tr> <td>14,15</td> <td>6</td> </tr> <tr> <td>12,13</td> <td>5</td> </tr> <tr> <td>10,11</td> <td>4</td> </tr> <tr> <td>8,9</td> <td>3</td> </tr> <tr> <td>6,7</td> <td>2</td> </tr> <tr> <td>4,5</td> <td>1</td> </tr> <tr> <td>0,1,2,3</td> <td>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	
Number of ticks	Mark																					
18+	8																					
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10,11	4																					
8,9	3																					
6,7	2																					
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0,1,2,3	0																					

Question	Answer	Marks
<p>How to award ticks for accurate use of Verbs (Question 3):</p>	<p>(a) Subject (noun or pronoun) + any finite verb</p> <ul style="list-style-type: none"> • both subject and verb must be correct for the verb to score a tick • verb must be in the appropriate tense to score a tick • 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 möchte</i> where <i>ich möchte</i> is required (word means something different) • do not tick verbs contained in the ‘letter etiquette’: appropriate beginnings and endings to letters are considered for reward under Other linguistic features. 	
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
With reflexive verbs		
Tick	No tick	Note
Ich wasche mich (✓)	Ich wasche sich (<i>no tick</i>)	insist on correct reflexive pronoun
Ich habe mich gesonnt (✓)	Ich habe gesonnt mich (<i>no tick</i>)	insist on correct word order (see note on use of compound tenses)
	Ich wasche mich das Auto (<i>no tick</i>)	‘waschen’ should not be used reflexively in this statement

Question	Answer	Marks
With separable verbs		
Tick	No tick	Note
Ich lege ein Foto bei (✓)	Ich beilege ein Foto (<i>no tick</i>)	separable prefix needs to be in the correct position for the verb to score
Ich habe mitgemacht (✓)	Ich habe gemitmacht (<i>no tick</i>)	separable prefix needs to be in the correct position for the verb to score
Compound tenses		
Tick	No tick	Note
Ich habe gekauft (✓)	Ich hat gekauft. (<i>no tick</i>)	auxiliary must be correct
Wir sind gefahren. (✓)	Wir haben gefahren. (<i>no tick</i>)	auxiliary must be correct
Ich bin gestern geflogen. (✓)	Ich bin geflogen gestern. (<i>no tick</i>)	past participle must be in the correct position for the verb to score
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. (✓)	Wir werden fahren mit dem Bus. (<i>no tick</i>)	infinitive not in the correct position, so future tense not credited
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

Question	Answer		Marks
Impersonal verbs			
Tick	No tick	Note	
Es ist lustig (✓)			
Es gibt (✓)			
Gibt es...? (✓)			
Es geht mir gut (✓)			
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 (✓)			
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	
Imperative			
Tick	No tick	Note	
Komm! (✓)			
Kommen Sie bitte nicht! (✓)			

Question	Answer		Marks
Interrogative			
Tick	No tick	Note	
Du kommst? (✓) / Du kommst. (✓)		question mark not required for mark to be awarded	
Kommst du (?) (✓)		inversion required with question word	
Wer bist du (?) (✓)	Wer du bist (?) (no tick)	no inversion with question word, so no credit	
Infinitive/Modal constructions			
Tick	No tick	Note	
Ich kann (✓) gut spielen (✓)			
Ich kannst (no tick) gut spielen (✓)		incorrect verb form but correct infinitive	
Ich kann (✓) spielen gut (no tick)		infinitive in incorrect position	
Ich will (✓) spiele (no tick)		incorrect spelling of infinitive	
Er hat versucht (✓) fit zu bleiben (✓)			
Er hat versucht (✓) fit bleiben (no tick)		zu is omitted, hence infinitive cannot be credited	
Ich möchte (✓) zu studieren (no tick)		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 (no tick) auch Tennis. Ich mag (✓) Schwimmen. Ich mag (no tick) Tennis nicht. Hier gibt es (✓) Berge und Flüsse. Es gibt auch (no tick) ...
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 (no tick) Tennis – both third person usage Sie ist (✓) unglücklich, es ist (no tick) nicht gut – both third person usage

Question	Answer	Marks
<p>3.3: Award a mark out of 12 for Other linguistic features</p> <p>(i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see <i>Note on using mark schemes with Grade descriptors</i> (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"> • Adjectives, including possessives and demonstratives. Also comparatives and superlatives • Word order, including inversion, positioning of verb in relative/subordinate clauses, word order with direct/indirect objects, and time/manner/place • Use of capital/lower-case letters in nouns and pronouns • 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 • A variety of prepositions, followed by case agreement • Subordinate clauses, including use of <i>wenn, weil, dass</i>, etc. • Time clauses with <i>als, seit</i> etc. • Object pronouns, direct and indirect • Relative clauses, including use of relative pronouns • Appropriate use of 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. 	
^{^^} subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.		
*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.		
		Total for Communication: 10 marks
		Total for Verbs: 8 marks
		Total for Other linguistic features: 12 marks
		Total for Question 3: 30 marks

Question	Answer	Marks						
3(a)	<p><i>Ein Ausflug in die Berge. Letzte Woche haben Sie mit Ihrer Familie einen Ausflug in die Berge gemacht. Schreiben Sie einen Brief an einen Freund / eine Freundin in Deutschland.</i></p> <p>3.1: Award a mark out of 10 for Communication – see generic guidance above.</p>	30						
<table border="1"> <thead> <tr> <th data-bbox="405 1850 453 1951">Tick</th> <th data-bbox="405 416 453 1850">Accept</th> <th data-bbox="405 297 453 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="453 1850 695 1951">✓1</td> <td data-bbox="453 416 695 1850"> <p>What candidate did with family</p> <p>Insist on past tense Allow <i>wir</i> as subject with no mention of family Allow <i>ich</i> + activity with <i>mit</i> + reference to family/names of family members Allow <i>wir haben einen Ausflug in die Berge gemacht</i> (= tout court) for 'what we did'</p> </td> <td data-bbox="453 297 695 416">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p>What candidate did with family</p> <p>Insist on past tense Allow <i>wir</i> as subject with no mention of family Allow <i>ich</i> + activity with <i>mit</i> + reference to family/names of family members Allow <i>wir haben einen Ausflug in die Berge gemacht</i> (= tout court) for 'what we did'</p>	2		
Tick	Accept	Mark						
✓1	<p>What candidate did with family</p> <p>Insist on past tense Allow <i>wir</i> as subject with no mention of family Allow <i>ich</i> + activity with <i>mit</i> + reference to family/names of family members Allow <i>wir haben einen Ausflug in die Berge gemacht</i> (= tout court) for 'what we did'</p>	2						

Question	Answer		Marks
	Tick	Accept	
3(a)	✓2	<p>Reason candidate does or does not like going to the mountains</p> <p>Insist on present tense Do not insist on <i>ich gehe gern/ich gehe nicht gern</i>. Reasons for likes/dislikes can be made clear with the use of adjectives that convey the meaning, e.g. <i>die Berge sind schön/das Wandern in der frischen Luft macht fit</i>, etc.</p>	2
	✓3	<p>Whether candidate prefers outings with friend(s) or parent(s)</p> <p>Insist on preference being conveyed, e.g. <i>ich fahre lieber mit...weg</i> or equivalent</p>	2
	✓4	<p>Reason for candidate preferring outings with friend(s) or parent(s)</p> <p>Allow anything sensible. No need to insist on inclusion of <i>weil</i>.</p>	2
	✓5	<p>What candidate would like to do (with family) next week</p> <p>Reward for communication <i>Nächste Woche möchte ich</i> + infinitive (do not insist on 'with family') Reward for communication the use of the future tense, e.g. <i>Wir werden nächste Woche in die Stadt gehen</i>. Allow a present tense verb + future time phrase (<i>nächste Woche</i>), e.g. <i>nächste Woche gehen wir in die Stadt</i>. Allow other appropriate phrases, such as <i>Nächste Woche haben wir vor... zu</i> + infinitive/<i>Nächste Woche planen wir...</i>, etc.</p>	2
	<p>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</p> <p>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</p>		

Question	Answer		Marks
3(b)	<p><i>Sie versuchen fit zu werden. Schreiben Sie einen Artikel für die Schülerzeitung.</i></p> <p>3.1: Award a mark out of 10 for Communication – see generic guidance above.</p>		30
	Tick	Accept	Mark
	✓1	<p>Reasons why the candidate is attempting to get fit</p> <p>Allow anything sensible. No need to insist on inclusion of <i>weil</i>.</p>	2
	✓2	<p>The candidate describes a day when he/she did lots of sport.</p> <p>Insist on past tense. Allow anything sensible.</p>	2
	✓3	<p>What the candidate found difficult about this day of sport.</p> <p>Insist on past tense. No need to insist on use of the word 'schwierig'. Other adjectives can convey the meaning. Descriptions of what happened may also convey the meaning.</p>	2
	✓4	<p>Reason for what the candidate found difficult about this day of sport.</p> <p>Allow anything sensible. No need to insist on inclusion of <i>weil</i>.</p>	2
	✓5	<p>What new sporting activities the candidate would like to do in the future</p> <p>Reward for communication: <i>In der Zukunft möchte ich</i> + infinitive Reward for communication the use of the future, e.g. <i>In der Zukunft werde ich</i> + infinitive Allow a present tense verb + future time phrase, e.g. <i>Nächsten Winter lerne ich skifahren</i>. Allow other appropriate phrases, such as <i>In der Zukunft habe ich vor...</i> zu + infinitive/<i>In der Zukunft plane ich ... etc.</i></p>	2
	<p>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</p>		
	<p>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</p>		

Question	Answer		Marks																		
3(c)	<p data-bbox="197 293 261 1951">„An einem warmen Sommertag habe ich mit meinen Eltern im Garten gearbeitet. Als ich einen Baum pflanzen wollte, sah ich etwas Goldenes. Es war ein wunderschöner Ring...“</p> <p data-bbox="300 293 331 1951">3.1: Award a mark out of 10 for Communication – see generic guidance above.</p> <table border="1" data-bbox="368 293 1098 1951"> <thead> <tr> <th data-bbox="376 1850 416 1939">Tick</th> <th data-bbox="376 416 416 1850">Accept</th> <th data-bbox="376 293 416 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 1850 456 1939">✓1</td> <td data-bbox="432 416 608 1850"> <p data-bbox="440 1447 472 1850">Reaction to finding the ring</p> <p data-bbox="504 1491 536 1850">Expect opinions/emotions</p> <p data-bbox="536 439 608 1850">Do not insist on past tenses. Allow appropriate use of the present tense, e.g. <i>Ich bin sehr froh dass ich jetzt den Ring habe.</i></p> </td> <td data-bbox="432 293 456 416">2</td> </tr> <tr> <td data-bbox="624 1850 647 1939">✓2</td> <td data-bbox="624 416 727 1850"> <p data-bbox="632 1323 663 1850">What the candidate did with the ring</p> <p data-bbox="695 495 727 1850">Award communication mark for statements in past tense describing what the candidate did with the ring</p> </td> <td data-bbox="624 293 647 416">2</td> </tr> <tr> <td data-bbox="743 1850 767 1939">✓3</td> <td data-bbox="743 416 887 1850"> <p data-bbox="751 1155 783 1850">Reasons for what the candidate did with the ring</p> <p data-bbox="815 461 887 1850">Award communication mark for any appropriate reason, explaining why the candidate did what he/she did with the ring</p> </td> <td data-bbox="743 293 767 416">2</td> </tr> <tr> <td data-bbox="903 1850 927 1939">✓4</td> <td data-bbox="903 416 1007 1850"> <p data-bbox="911 1435 943 1850">What the candidate did later</p> <p data-bbox="975 584 1007 1850">Award communication mark for statements in past tense, describing what the candidate did later</p> </td> <td data-bbox="903 293 927 416">2</td> </tr> <tr> <td data-bbox="1023 1850 1046 1939">✓5</td> <td data-bbox="1023 416 1094 1850"> <p data-bbox="1031 439 1094 1850">Fifth communication mark to be awarded flexibly for extra detail relating to any of first four bullet points in the question.</p> </td> <td data-bbox="1023 293 1046 416">2</td> </tr> </tbody> </table> <p data-bbox="1134 786 1166 1951">3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</p> <p data-bbox="1206 730 1238 1951">3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</p>		Tick	Accept	Mark	✓1	<p data-bbox="440 1447 472 1850">Reaction to finding the ring</p> <p data-bbox="504 1491 536 1850">Expect opinions/emotions</p> <p data-bbox="536 439 608 1850">Do not insist on past tenses. Allow appropriate use of the present tense, e.g. <i>Ich bin sehr froh dass ich jetzt den Ring habe.</i></p>	2	✓2	<p data-bbox="632 1323 663 1850">What the candidate did with the ring</p> <p data-bbox="695 495 727 1850">Award communication mark for statements in past tense describing what the candidate did with the ring</p>	2	✓3	<p data-bbox="751 1155 783 1850">Reasons for what the candidate did with the ring</p> <p data-bbox="815 461 887 1850">Award communication mark for any appropriate reason, explaining why the candidate did what he/she did with the ring</p>	2	✓4	<p data-bbox="911 1435 943 1850">What the candidate did later</p> <p data-bbox="975 584 1007 1850">Award communication mark for statements in past tense, describing what the candidate did later</p>	2	✓5	<p data-bbox="1031 439 1094 1850">Fifth communication mark to be awarded flexibly for extra detail relating to any of first four bullet points in the question.</p>	2	30
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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.

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