



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**GERMAN**

**0525/42**

Paper 4 Writing

**May/June 2017**

MARK SCHEME

Maximum Mark: 50

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**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:**

<b>(a)</b>	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>(b)</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:**

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

**1.3 Annotation used in the Mark Scheme:**

<b>(a)</b>	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
<b>(b)</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.

**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><b>2 Detailed Mark Scheme</b></p> <p><b>Question 1</b></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) <b>Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5.</b> 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"> <li>• ‘If in doubt, sound it out’: if you read what the candidate has written, does it sound like the correct answer?</li> <li>• Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.</li> <li>• 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).</li> <li>• Where letters are transposed, the word is likely to communicate (unless another word has been created).</li> </ul> <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"> <li>• <i>Hose, kurze Hose</i>: award one mark to each item</li> <li>• <i>Kleine Hose, blaue Hose</i>: award one mark for the first <i>Hose</i></li> </ul> <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><b>Sie machen ein Picknick.</b>  <b>Was nehmen Sie mit? Machen Sie eine Liste von 8 Dingen auf Deutsch.</b>            The following are examples. Accept any appropriate picnic items which the candidate might choose:</p> <table border="1" data-bbox="383 316 1890 1145"> <thead> <tr> <th data-bbox="383 316 763 368">ACCEPT</th> <th data-bbox="763 316 1137 368"></th> <th data-bbox="1137 316 1518 368">REFUSE</th> <th data-bbox="1518 316 1890 368"></th> </tr> </thead> <tbody> <tr> <td data-bbox="383 368 763 451">Äpfel</td> <td data-bbox="763 368 1137 451"></td> <td data-bbox="1137 368 1518 451">Abfall (another word)</td> <td data-bbox="1518 368 1890 451">Limonade – <i>in example, do not accept as answer</i></td> </tr> <tr> <td data-bbox="383 451 763 504">Brot</td> <td data-bbox="763 451 1137 504">Bröt</td> <td data-bbox="1137 451 1518 504">Bröde</td> <td data-bbox="1518 451 1890 504"></td> </tr> <tr> <td data-bbox="383 504 763 557">Chips</td> <td data-bbox="763 504 1137 557"></td> <td data-bbox="1137 504 1518 557"></td> <td data-bbox="1518 504 1890 557"></td> </tr> <tr> <td data-bbox="383 557 763 609">Käse</td> <td data-bbox="763 557 1137 609"></td> <td data-bbox="1137 557 1518 609">Kasse</td> <td data-bbox="1518 557 1890 609"></td> </tr> <tr> <td data-bbox="383 609 763 662">Kuchen</td> <td data-bbox="763 609 1137 662"></td> <td data-bbox="1137 609 1518 662"></td> <td data-bbox="1518 609 1890 662"></td> </tr> <tr> <td data-bbox="383 662 763 715">Salat, Salad</td> <td data-bbox="763 662 1137 715"></td> <td data-bbox="1137 662 1518 715"></td> <td data-bbox="1518 662 1890 715"></td> </tr> <tr> <td data-bbox="383 715 763 790">Schokolade</td> <td data-bbox="763 715 1137 790">(follow sound-it-out/ look alike tests p 10)</td> <td data-bbox="1137 715 1518 790">Scholade</td> <td data-bbox="1518 715 1890 790"></td> </tr> <tr> <td data-bbox="383 790 763 842">Tasse</td> <td data-bbox="763 790 1137 842"></td> <td data-bbox="1137 790 1518 842"></td> <td data-bbox="1518 790 1890 842"></td> </tr> <tr> <td data-bbox="383 842 763 895">Teller, Täller</td> <td data-bbox="763 842 1137 895"></td> <td data-bbox="1137 842 1518 895"></td> <td data-bbox="1518 842 1890 895"></td> </tr> <tr> <td data-bbox="383 895 763 948">Tomaten</td> <td data-bbox="763 895 1137 948">tomato</td> <td data-bbox="1137 895 1518 948"></td> <td data-bbox="1518 895 1890 948"></td> </tr> <tr> <td data-bbox="383 948 763 1059">Wurst, Bratwurst, Currywurst, etc</td> <td data-bbox="763 948 1137 1059"></td> <td data-bbox="1137 948 1518 1059">Wurst tc IF Bratwurst/Currywurst/etc. also been mentioned</td> <td data-bbox="1518 948 1890 1059"></td> </tr> <tr> <td data-bbox="383 1059 763 1145">Tisch, Stuhl, Handy, Tasche, Geld</td> <td data-bbox="763 1059 1137 1145"></td> <td data-bbox="1137 1059 1518 1145">Sofa (not picnic item)</td> <td data-bbox="1518 1059 1890 1145"></td> </tr> </tbody> </table>			ACCEPT		REFUSE		Äpfel		Abfall (another word)	Limonade – <i>in example, do not accept as answer</i>	Brot	Bröt	Bröde		Chips				Käse		Kasse		Kuchen				Salat, Salad				Schokolade	(follow sound-it-out/ look alike tests p 10)	Scholade		Tasse				Teller, Täller				Tomaten	tomato			Wurst, Bratwurst, Currywurst, etc		Wurst tc IF Bratwurst/Currywurst/etc. also been mentioned		Tisch, Stuhl, Handy, Tasche, Geld		Sofa (not picnic item)		5
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<b>Total for Question 1: 5 marks</b>																																																								

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<p><b>Question 2</b></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"> <li>• <b>Communication: award a mark out of 10, according to the instructions in 2.1.</b></li> <li>• <b>Language: award a mark out of 5, according to the instructions in 2.2.</b></li> </ul>		
2	<p><b><i>Sie beschreiben eine berühmte Person.</i></b></p> <p><b><u>2.1: Award a mark out of 10 for Communication</u></b></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"> <li>• <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9.</li> <li>• <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on).</li> </ul> <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"> <li>• Ich <u>habe</u> lange schwarze Haare, blaue Augen und einen kleinen Mund = 1 mark (1 verb = a list of 3)</li> <li>• 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).</li> </ul> <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						
	<table border="1"> <thead> <tr> <th data-bbox="320 240 443 292">Tick</th> <th data-bbox="443 240 1955 292">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 292 443 762">✓1</td> <td data-bbox="443 292 1955 762"> <p><b>Sagen Sie, wie diese berühmte Person heißt und wie er/sie aussieht.</b> As long as either given, consider task complete <b>REWARD</b> any statement relating to</p> <ul style="list-style-type: none"> <li>• name of famous person</li> <li>• what the famous person looks like</li> </ul> <p><b>Accept</b></p> <ul style="list-style-type: none"> <li>• <i>er/sie</i>/name of person, even if no specific reference to being a famous person</li> <li>• accept <b><i>namens</i></b> for <b><i>heißt</i></b></li> <li>• reference to age as a description, eg <i>er ist ziemlich alt</i></li> </ul> <p><b>Reject</b></p> <ul style="list-style-type: none"> <li>• description of family member/ friend (eg <i>meine Mutter heißt/ist...</i>) IF there is no reference (now or later in essay) to being famous person</li> <li>• reference to age in years, eg <i>er ist 30 Jahre alt</i></li> </ul> </td> </tr> <tr> <td data-bbox="320 762 443 1029">✓2</td> <td data-bbox="443 762 1955 1029"> <p><b>Beschreiben Sie seinen/ihren Beruf.</b> <b>REWARD</b> any statement relating to</p> <ul style="list-style-type: none"> <li>• what the person's job is</li> <li>• any description of his/her job</li> <li>• any further details relating to the job</li> </ul> <p><b>Reject</b></p> <ul style="list-style-type: none"> <li>• <i>Schüler/Schülerin</i> as job unless there is an explanation about what makes the person famous</li> </ul> </td> </tr> </tbody> </table>	Tick	Accept	✓1	<p><b>Sagen Sie, wie diese berühmte Person heißt und wie er/sie aussieht.</b> As long as either given, consider task complete <b>REWARD</b> any statement relating to</p> <ul style="list-style-type: none"> <li>• name of famous person</li> <li>• what the famous person looks like</li> </ul> <p><b>Accept</b></p> <ul style="list-style-type: none"> <li>• <i>er/sie</i>/name of person, even if no specific reference to being a famous person</li> <li>• accept <b><i>namens</i></b> for <b><i>heißt</i></b></li> <li>• reference to age as a description, eg <i>er ist ziemlich alt</i></li> </ul> <p><b>Reject</b></p> <ul style="list-style-type: none"> <li>• description of family member/ friend (eg <i>meine Mutter heißt/ist...</i>) IF there is no reference (now or later in essay) to being famous person</li> <li>• reference to age in years, eg <i>er ist 30 Jahre alt</i></li> </ul>	✓2	<p><b>Beschreiben Sie seinen/ihren Beruf.</b> <b>REWARD</b> any statement relating to</p> <ul style="list-style-type: none"> <li>• what the person's job is</li> <li>• any description of his/her job</li> <li>• any further details relating to the job</li> </ul> <p><b>Reject</b></p> <ul style="list-style-type: none"> <li>• <i>Schüler/Schülerin</i> as job unless there is an explanation about what makes the person famous</li> </ul>	
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Question	Answer		Marks
	<p>Tick</p>	<p><b>Accept</b></p> <p><b>Erklären Sie, warum Sie ihn/sie mögen.</b>  <b>REWARD</b> any statement relating to</p> <ul style="list-style-type: none"> <li>• any <u>reason</u> for liking/admiring the famous person</li> <li>• allow descriptions</li> <li>• allow reference to what candidate does together with famous person</li> </ul> <p><b>Accept</b></p> <ul style="list-style-type: none"> <li>• reason for choices with or without use of <i>weil</i></li> </ul> <p><b>Accept</b></p> <ul style="list-style-type: none"> <li>• use of suitable adjective as a form of reason</li> </ul> <p><b>Reject</b></p> <ul style="list-style-type: none"> <li>• <i>Er ist mein Lieblingsspieler/Vorbild/Idol</i> (not a reason)</li> </ul>	
	<p>✓3</p>		
	<p>✓4</p>	<p><b>Sagen Sie, was er/sie in der Zukunft machen wird.</b>  <b>REWARD</b> any statement relating to</p> <ul style="list-style-type: none"> <li>• any detail about plans for his/her future</li> <li>• accept reasons given for choices.</li> <li>• allow any plans, no need to be linked to career</li> <li>• allow candidate to say they don't know (e.g. <i>Ich weiß nicht, was er in der Zukunft machen wird. Ich weiß es nicht, weil er tot ist.</i>)</li> <li>• allow reasons given for future choices</li> </ul> <p><b>Reject</b></p> <ul style="list-style-type: none"> <li>• answers where candidates write about their own future</li> </ul>	

Question	Answer	Marks												
	<p><b><u>2.2: Award a mark out of 5 for Language</u></b></p> <p>Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see <b>Note on using mark schemes with Grade descriptors (Appendix I)</b>).</p> <p><b>Grade descriptors for Language (Question 2)</b></p> <table border="1" data-bbox="322 411 1912 995"> <tbody> <tr> <td data-bbox="322 411 405 564">5</td> <td data-bbox="405 411 1912 564">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="322 564 405 684">4</td> <td data-bbox="405 564 1912 684">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="322 684 405 804">3</td> <td data-bbox="405 684 1912 804">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="322 804 405 892">2</td> <td data-bbox="405 804 1912 892">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="322 892 405 943">1</td> <td data-bbox="405 892 1912 943">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="322 943 405 995">0</td> <td data-bbox="405 943 1912 995">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> <p data-bbox="322 1031 1137 1062">*Consider the whole answer when awarding mark for language</p> <p data-bbox="1458 1031 1955 1129" style="text-align: right;"><b>Total for Communication: 10 marks</b> <b>Total for Language: 5 marks</b> <b>Total for Question 2: 15 marks</b></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.	
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.													
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1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.													
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Question	Answer	Marks
<b>Question 3</b>		
Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:		
<ul style="list-style-type: none"> <li>• <b>Communication:</b> award a mark out of 10, according to the instructions in 3.1.</li> <li>• <b>Language:</b> 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.</li> </ul>		
<b>For question-specific guidance, see later in this mark scheme.</b>		
<b><u>3.1: Award a mark out of 10 for Communication</u></b>		
(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).		
<b>2 ticks</b>	Message clearly communicated.* Minor errors (adjective endings, use of prepositions etc.) are tolerated.	
<b>1 tick</b>	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.**	
<b>0 ticks</b>	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.		
<b>Please refer to Appendix II for generic guidance on awarding ticks for Communication.</b>		

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Question	Answer	Marks																				
<p><b><u>3.2: Award a mark out of 8 for accurate use of Verbs</u></b></p>																						
<p>When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. <b>For question-specific guidance, see later in this mark scheme.</b></p>																						
<p>(i) Place a tick above the <b>first</b> 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 style="text-align: center;"><b>Conversion table for accurate use of Verbs (Question 3)</b></p>																						
<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="792 547 1167 600">Number of ticks</th> <th data-bbox="1167 547 1444 600">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="792 600 1167 652">18+</td> <td data-bbox="1167 600 1444 652">8</td> </tr> <tr> <td data-bbox="792 652 1167 705">16,17</td> <td data-bbox="1167 652 1444 705">7</td> </tr> <tr> <td data-bbox="792 705 1167 758">14,15</td> <td data-bbox="1167 705 1444 758">6</td> </tr> <tr> <td data-bbox="792 758 1167 810">12,13</td> <td data-bbox="1167 758 1444 810">5</td> </tr> <tr> <td data-bbox="792 810 1167 863">10,11</td> <td data-bbox="1167 810 1444 863">4</td> </tr> <tr> <td data-bbox="792 863 1167 916">8,9</td> <td data-bbox="1167 863 1444 916">3</td> </tr> <tr> <td data-bbox="792 916 1167 968">6,7</td> <td data-bbox="1167 916 1444 968">2</td> </tr> <tr> <td data-bbox="792 968 1167 1021">4,5</td> <td data-bbox="1167 968 1444 1021">1</td> </tr> <tr> <td data-bbox="792 1021 1167 1066">0,1,2,3</td> <td data-bbox="1167 1021 1444 1066">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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14,15	6																					
12,13	5																					
10,11	4																					
8,9	3																					
6,7	2																					
4,5	1																					
0,1,2,3	0																					

Question	Answer	Marks															
<p><b>How to award ticks for accurate use of Verbs (Question 3):</b></p> <ul style="list-style-type: none"> <li>• <b>both subject and verb must be correct for the verb to score a tick</b> <ul style="list-style-type: none"> <li>• <b>Subject (=subject noun or pronoun including article or possessive) + any finite verb</b></li> <li>• Disregard adjectives, relative clauses, qualifiers and modifiers when looking at the 'subject'</li> <li>• Minor spelling errors in the subject will be tolerated</li> <li>• Capitalisation of nouns will be considered under <i>Other linguistic features</i></li> <li>• <b>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).</b></li> </ul> </li> <li>• <b>verb must be in the <u>appropriate tense</u> to score a tick (see session-specific tables on tenses)</b></li> </ul> <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><b>Subject with verb</b></p> <table border="1" data-bbox="212 831 2022 1082"> <thead> <tr> <th data-bbox="212 831 815 882">Tick</th> <th data-bbox="815 831 1417 882">No tick</th> <th data-bbox="1417 831 2022 882">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="212 882 815 933">Ich bin (✓)</td> <td data-bbox="815 882 1417 933"></td> <td data-bbox="1417 882 2022 933"></td> </tr> <tr> <td data-bbox="212 933 815 984">Ich spiele (✓)</td> <td data-bbox="815 933 1417 984">Ich spielt (<i>no tick</i>)</td> <td data-bbox="1417 933 2022 984">verb form must be correctly spelt</td> </tr> <tr> <td data-bbox="212 984 815 1035">Der Mann kommt (✓)</td> <td data-bbox="815 984 1417 1035">Den Mann kommt (<i>no tick</i>)</td> <td data-bbox="1417 984 2022 1035">subject must be correct</td> </tr> <tr> <td data-bbox="212 1035 815 1082">Ich bin gegangen (✓)</td> <td data-bbox="815 1035 1417 1082">Ich habe gegangen (<i>no tick</i>)</td> <td data-bbox="1417 1035 2022 1082">insist on correct auxiliary</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 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															

Question	Answer	Marks
<b>With reflexive verbs</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Ich wasche mich (✓)	Ich wasche sich (no tick)	insist on correct reflexive pronoun
	Ich wasche mich das Auto (no tick)	'waschen' should not be used reflexively in this statement
<b>With separable verbs</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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
<b>Word order</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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
<b>Compound tenses</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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> )
<b>Single auxiliary with multiple past participles</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Wir haben gesungen und getanzt (✓) (✓)		Wir haben gesungen = tick 1; Wir haben getanzt = tick 2
<b>Verbs with negative</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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
<b>Correct verb within meaningless statement</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Der Tag war lang (✓)	Der Tag war klug ( <i>no tick</i> )	do not reward a correct verb in a meaningless statement
<b>Infinitive/Modal constructions</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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
<p><b>Reward only the first occurrence of a verb, e.g.</b></p> <ul style="list-style-type: none"> <li>• Ich mag (✓) Schwimmen. Ich mag (<i>no tick</i>) auch Tennis.</li> <li>• Ich mag (✓) Schwimmen. Ich mag (<i>no tick</i>) Tennis nicht.</li> <li>• Hier gibt es (✓) Berge und Flüsse. Es gibt auch (<i>no tick</i>) ...</li> </ul> <p><b>However,</b></p> <ul style="list-style-type: none"> <li>• Ich mag (✓) Schwimmen und mein Bruder mag (✓) Tennis – 2 different persons of the verb</li> <li>• Mein Bruder mag Schwimmen (✓) und meine Schwester mag (<i>no tick</i>) Tennis – both third person usage</li> <li>• Sie ist (✓) unglücklich, es ist (<i>no tick</i>) nicht gut – both third person usage</li> </ul>		

Question	Answer	Marks
	<p><b>Register</b></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><b><u>3.3: Award a mark out of 12 for Other linguistic features</u></b></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"> <li>• Use of capital/lower-case letters in nouns and pronouns</li> <li>• Use of nouns (case agreement and use of determiners)</li> <li>• Use of prepositions, followed by case agreement</li> <li>• Adjectives (including comparatives and superlatives), possessives and demonstratives</li> <li>• 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)</li> <li>• Subordinate clauses (use of <i>wenn, weil, dass, als, seit</i> etc.)</li> <li>• Negatives (<i>nicht, nie, weder...noch</i>, use of <i>kein</i>)</li> <li>• Linking words and conjunctions other than <i>und/aber</i></li> <li>• Adverbs and adverbial phrases</li> <li>• Relative clauses, including use of relative pronouns</li> <li>• Object pronouns, direct and indirect</li> <li>• Appropriate use of register/ letter etiquette.</li> </ul>	

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

Question	Answer	Marks																		
<b>Question-specific Guidance for Question 3</b>																				
3(a)	<p data-bbox="320 255 1832 295"><b>Sie waren letztes Wochenende im Sportzentrum. Sie schreiben eine E-Mail an Ihren Freund/an Ihre Freundin.</b></p> <p data-bbox="320 327 1406 359"><b>3.1: Award a mark out of 10 for Communication – see generic guidance above</b></p> <table border="1" data-bbox="320 391 1928 1425"> <thead> <tr> <th data-bbox="320 391 421 438">Tick</th> <th data-bbox="421 391 1816 438">Accept</th> <th data-bbox="1816 391 1928 438">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 438 421 582">✓✓1</td> <td data-bbox="421 438 1816 582"> <p data-bbox="432 443 1429 475"><b>Description of what the candidate did in the sports centre last weekend</b></p> <p data-bbox="432 478 1182 574">For 2 Comm ticks insist on past tense. Allow anything sensible, e.g. reference to a specific sport. Allow either <i>haben</i> or <i>sein</i> as auxiliary with <i>schwimmen</i></p> </td> <td data-bbox="1816 438 1928 582">2</td> </tr> <tr> <td data-bbox="320 582 421 790">✓✓2</td> <td data-bbox="421 582 1816 790"> <p data-bbox="432 587 1552 619"><b>Explanation as to why the candidate likes/doesn't like going to the sports centre</b></p> <p data-bbox="432 622 1724 782">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 in the form of description with adjective (eg <i>Schwimmen ist normalerweise sehr lustig</i>)</p> </td> <td data-bbox="1816 582 1928 790">2</td> </tr> <tr> <td data-bbox="320 790 421 933">✓✓3</td> <td data-bbox="421 790 1816 933"> <p data-bbox="432 794 1093 826"><b>Account of what the candidate did at lunchtime</b></p> <p data-bbox="432 829 1563 925">For 2 Comm ticks insist on past tense. 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	<p><b><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></b></p> <table border="1" data-bbox="322 293 1921 632"> <thead> <tr> <th data-bbox="322 293 573 376">Communication point</th> <th data-bbox="573 293 1921 376">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="322 376 573 427">1</td> <td data-bbox="573 376 1921 427">For 2 Comm ticks insist on past tense</td> </tr> <tr> <td data-bbox="322 427 573 478">2</td> <td data-bbox="573 427 1921 478">For 2 Comm ticks insist on present tense</td> </tr> <tr> <td data-bbox="322 478 573 529">3</td> <td data-bbox="573 478 1921 529">For 2 Comm ticks insist on past tense</td> </tr> <tr> <td data-bbox="322 529 573 580">4</td> <td data-bbox="573 529 1921 580">For 2 Comm ticks insist on present tense</td> </tr> <tr> <td data-bbox="322 580 573 632">5</td> <td data-bbox="573 580 1921 632">For 2 Comm ticks insist on future tense, Allow a present tense verb + future time phrase</td> </tr> </tbody> </table> <p><b><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></b></p>	Communication point	For Verbs, accept:	1	For 2 Comm ticks insist on past tense	2	For 2 Comm ticks insist on present tense	3	For 2 Comm ticks insist on past tense	4	For 2 Comm ticks insist on present tense	5	For 2 Comm ticks insist on future tense, 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)
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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

**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 (was 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 (table) > 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** (particularly relevant this year Q3a).

**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.*

*NB: 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).*