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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education (9–1)

GERMAN **7159/04**

Paper 4 Writing **For examination from 2019**

MARK SCHEME

Maximum Mark: 50

Specimen

This document consists of **22** printed pages.

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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.

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Question	Answer	Marks

Question 1

Candidates are required to list 8 items in German. Read all of the items that the candidate has listed and award marks as follows:

(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.

(ii) On Question 1, reward marks for items wherever the candidate has written them.

(iii) **If the candidate offers more than one word per line, award a mark for each acceptable item**.

(iv) The pictures provided on the question paper are only suggestions.

(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.

(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.
- '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).

(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.

(viii) Refuse all nouns which are repeated and which do not have a separate meaning:
- *Hose, kurze Hose*: award one mark to each item
- *Kleine Hose, blaue Hose*: award one mark for the first *Hose*

(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.

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Question	Answer	Marks
1	***Sie wollen Mittagessen kochen. Was brauchen Sie? Machen Sie eine Liste auf Deutsch von 8 Dingen.***	5

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

Total for Question 1: 5 marks

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Question	Answer	Marks
Question 2		

Candidates are required to answer the question. Read the whole answer and award marks as follows.

- **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	***Sie schreiben an eine Web-Site, um andere junge Leute kennenzulernen.***	**15**
	2.1: Award a mark out of 10 for Communication (i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer. (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: • If 1 of the tasks is missing, the maximum communication mark is 9. • If 2 of the tasks are missing, the maximum communication mark is 8 (and so on). (iii) Add up the ticks to give a mark out of 10 for communication. (iv) For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling use 'rules' in Question 1: look alike, sound alike, etc.) (v) LISTS = 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 • *Ich habe lange schwarze Haare, blaue Augen und einen kleinen Mund* = 1 mark (1 verb = a list of 3) • *ich habe lange, schwarze Haare (1), ich bin ganz klein (1), und ich bin hübsch (1)* = 3 marks (3 verbs). (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). (vii) Do not penalise factual errors. (viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.	

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Question	Answer		Marks
	Tick	**Accept**	
	1✓	**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.	
	2✓	**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.	
	3✓	**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.	
	4✓	**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 ***weil***. **ACCEPT**: use of suitable adjective as a form of reason.	

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 *Note on using mark schemes with grade descriptors* (last page of the mark scheme)).

Grade descriptors for Language (Question 2)

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.

*Consider the whole answer when awarding mark for language

Total for Communication: 10 marks
Total for Language: 5 marks
Total for Question 2: 15 marks

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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:

- **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.

For question-specific guidance, see later in this mark scheme.

3.1: Award a mark out of 10 for Communication

(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.

(iii) Add up the ticks to give a mark out of 10 for Communication.

Question	Answer	Marks

3.2: Award a mark out of 8 for accurate use of Verbs

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.**

(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) Place the tick so that it does not obscure any letters.

(iii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.

Conversion table for accurate use of Verbs (Question 3)

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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Question	Answer	Marks

How to award ticks for accurate use of Verbs (Question 3):

- **Subject (= subject noun or pronoun including article or possessive) + any finite verb**
  - **Disregard adjectives, relative clauses, qualifiers and modifiers when looking at the 'subject'**
  - **both subject and verb must be correct for the verb to score a tick**
  - **Minor spelling errors in the subject will be tolerated**
  - **Capitalisation of nouns will be considered in *Other linguistic features***
  - **ignore inaccuracies in the use of umlauts except where lack/addition of umlaut creates another word e.g. Accept: *wir mussen* (could not mean anything else), but do not accept *ich mochte* where *ich möchte* is required (word means something different)**
- **verb must be in the appropriate tense to score a tick**

NB: exclude letter etiquette from verb ticks (*Hallo*, *Wie geht es dir?*) consider under *Other linguistic features*.

Do not award a verb tick where an accurate verb is used in a sentence that conveys no meaning.

Subject with verb

Tick	No tick	Note
Ich bin (✓)		
Ich spiele (✓)	Ich spielt *(no tick)*	verb form must be correctly spelt
Der Mann kommt (✓)	Den Mann kommt *(no tick)*	subject must be correct
Ich bin gegangen (✓)	Ich habe gegangen *(no tick)*	insist on correct auxiliary

With reflexive verbs

Tick	No tick	Note
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

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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)*	separable prefix needs to be in the correct position 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 *Other linguistic features*
Ich habe mitgemacht (✓)	Ich habe gemitmacht *(no tick)*	prefix needs to be separate where appropriate for the verb to score

Word Order

Tick	No tick	Note
Ich bin geflogen gestern. (✓)		Tolerate incorrect word order for compound tenses as long as communication is not impeded, (consider under *Other linguistic features*)
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 *Other linguistic features*
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

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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. (✓)		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 *Other linguistic features*)

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

Impersonal verbs

Tick	No tick	Note
Es ist lustig (✓)		
Es gibt (✓)		
Gibt es…? (✓)		
Es geht mir gut (✓)		

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Question	Answer	Marks

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 *(no tick)*	do not reward a correct verb in a meaningless statement

Imperative

Tick	No tick	Note
Komm! (✓)		
Kommen Sie bitte nicht! (✓)		

Interrogative

Tick	No tick	Note
Du kommst? (✓) / Du kommst. (✓)		question mark not required for mark to be awarded
Kommst du (?) (✓)		
Wer bist du (?) (✓)		inversion required with question word
	Wer du bist (?) *(no tick)*	no inversion with question word, so no credit

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Question	Answer	Marks

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		tolerate 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.

- 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,

- 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

Register

Reward Language if incorrect register (du) is used as long as this is consistently done. (But note that incorrect register will be penalised under Other Linguistic Features.)
If candidates' register is inconsistent within the context, i.e. if they write an inappropriate mixture of *du* and *Sie* within the same context, go with the most frequently used and only tick those for Language (if otherwise correct).

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Question	Answer	Marks
	3.3: Award a mark out of 12 for Other linguistic features (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)). (ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures: • 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 *wenn, weil, dass*, *als*, *seit*, etc.) • Negatives (*nicht, nie, weder … noch*, use of *kein*) • Linking words and conjunctions other than *und/aber* • Adverbs and adverbial phrases • Relative clauses, including use of relative pronouns • Object pronouns, direct and indirect • Appropriate use of register, letter etiquette.	

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Question	Answer	Marks
Grade descriptors for Other linguistic features (Question 3)		
11–12	• 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	• 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	• 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	• Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task.	
3–4	• Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary.	
1–2	• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.	
0	• One or two disjointed words or short phrases may be recognisable.	
	Total for Communication: 10 marks **Total for Verbs: 8 marks** **Total for Other linguistic features: 12 marks** **Total for Question 3: 30 marks**	

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Question	Answer	Marks
3(a)	**Question-specific guidance for Question 3** ***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.*** **3.1: Award a mark out of 10 for Communication – see generic guidance above.**	**30**

Tick	Accept	Mark
1✓✓	**What candidate did with family** Insist on past tense Allow *wir* as subject with no mention of family Allow *ich* + activity with *mit* + reference to family/names of family members Allow *wir haben einen Ausflug in die Berge gemacht* **tc** (= tout court) for 'what we did'	2

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Question	Answer	Marks
3(a)		

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

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above.

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.

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Question	Answer	Marks
3(b)	***Sie versuchen fit zu werden. Schreiben Sie einen Artikel für die Schülerzeitung.*** **3.1: Award a mark out of 10 for Communication – see generic guidance above.**	**30**

Tick	Accept	Mark
1✓✓	**Reasons why the candidate is attempting to get fit** Allow anything sensible. No need to insist on inclusion of *weil*.	2
2✓✓	**The candidate describes a day when he/she did lots of sport.** Insist on past tense. Allow anything sensible.	2
3✓✓	**What the candidate found difficult about this day of sport.** 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.	2
4✓✓	**Reason for what the candidate found difficult about this day of sport.** Allow anything sensible. No need to insist on inclusion of *weil*.	2
5✓✓	**What new sporting activities the candidate would like to do in the future** Reward for communication: *In der Zukunft möchte ich* + infinitive Reward for communication the use of the future, e.g. *In der Zukunft werde ich* + infinitive Allow a present tense verb + future time phrase, e.g. *Nächsten Winter lerne ich skifahren*. Allow other appropriate phrases, such as *In der Zukunft habe ich vor … zu* + infinitive/*In der Zukunft plane ich* ... etc.	2

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above.

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.

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Question	Answer	Marks
3(c)	***„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…"*** **3.1: Award a mark out of 10 for Communication – see generic guidance above.**	**30**

Tick	Accept	Mark
1✓✓	**Reaction to finding the ring** Expect opinions/emotions Do not insist on past tenses. Allow appropriate use of the present tense, e.g. *Ich bin sehr froh dass ich jetzt den Ring habe*.	2
2✓✓	**What the candidate did with the ring** Award communication mark for statements in past tense describing what the candidate did with the ring	2
3✓✓	**Reasons for what the candidate did with the ring** Award communication mark for any appropriate reason, explaining why the candidate did what he/she did with the ring	2
4✓✓	**What the candidate did later** Award communication mark for statements in past tense, describing what the candidate did later	2
5✓✓	**Fifth communication mark** to be awarded flexibly for extra detail relating to any of first four bullet points in the question.	2

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above.

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.

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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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