Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

GERMAN (FOREIGN LANGUAGE)	**0525/43**
Paper 4 Writing	**May/June 2016**
MARK SCHEME	
Maximum Mark: 50	

Published

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

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

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This document consists of **18** printed pages.

1 General Marking Principles

1.1 Crossing out:

(a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the **final** attempt is correct.

(b) If a candidate crosses out an answer 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:

  (i)   there is an indication from the candidate that other material should be considered

  (ii) the candidate has continued their answer outside the space provided

 (iii) there is no answer in the space provided

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

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

(b) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged 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, scoris will automatically only aggregate the candidate's best result.

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2 Detailed Mark Scheme

SECTION 1

Question 1

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

- **Select the most correct items up to a maximum of 5**
- **Award 1 mark for each correct item up to a maximum of 5**

NB the pictures provided on the question paper are only suggestions. Accept any appropriate item which the candidate might give.

Generic mark scheme for Question 1

- <u>Answers should be marked for communication. Tolerate inaccuracies, provided the message is clear:</u>

  (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
  (b) Look-alike test: does what the candidate has written look like the correct answer?
  (c) Ignore any article.

1 **Session-specific instructions for Question 1:** *Sie fahren in den Urlaub.*
   Was nehmen Sie mit? Machen Sie eine Liste von 8 Sachen auf Deutsch.

- <u>The following are examples. Accept any item which the candidate might take on holiday</u>

ACCEPT :	REFUSE :
	T-shirt, this is the example so cannot be credited
Badehose	
Buch	
Bikini	
Geld/Euros	
Handtuch	
Hut	
Kamera	
Koffer	
Sandale	
Sonnenbrille	
Schuhe	
Tuch	
Unterwäsche	
Zahnbürste	

NB: Refuse items which cannot be considered as items suitable for taking on holiday/ fitting in a suitcase *(zum Beispiel: Fernseher, Sofa, Schwimmbad, usw).* Also allow *Auto, Boot,* pets.

[Total for Question 1: 5 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 below.**
- **Language: award a mark out of 5, according to the instructions in 2.2. below.**

2.1: award a mark out of 10 for Communication

Generic mark scheme for Communication (Question 2)
1 tick per item communicated (covering the 4 points) up to a maximum of 10

(i)   Place the appropriate 'numbered' tick as close as possible to each relevant communication point.
(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:
- 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.

[Total marks for Communication: 10]

2   **Session-specific instructions for Communication marks (Question 2):** *Sie beschreiben Ihre Schule.*

Accept		REFUSE
(a) **Sagen Sie, wo Ihre Schule ist und was für eine Schule es ist.** As long as either given, consider task complete. **REWARD:** • any description of the school, its name, where it is, what sort of school it is and what it is like • allow reasons for descriptions *(e.g. meine Schule ist gut ✓ weil sie sehr groß ist ✓)*	Tick 1	Statements about schools in general *Ich mag die Schule (nicht) tc* Ignore references to school day (*Ich habe jeden Tag acht Stunden./ Die Schule beginnt um 9 Uhr.*)
(b) **Sagen Sie, was Sie in der Schule lernen und wie Sie Ihre Schulfächer finden.** As long as either given, consider task complete. **REWARD:** • subjects learnt in school and opinions on these subjects • details/examples about the subjects/lessons and reasons for opinions (if extra verb is given)	Tick 2	
(c) **Sagen Sie, was Sie mit Ihren Schulfreunden in der Mittagspause machen.** **REWARD:** • any detail about what he/she does with school friends at lunchtime – e.g. eating lunch, attending lunchtime activities/clubs (including where they are done, how often, opinions about them, reasons for doing them, etc.)	Tick 3	Refuse mere reference to what others do/ what candidate alone does. Must include reference to candidate and others (e.g. *wir*).
(d) **Sagen Sie was Sie in der Zukunft machen werden, wenn Sie die Schule verlassen, und warum.** As long as either is given, consider the task to be complete. **REWARD:** • any detail about plans for the future, after leaving school (e.g. work, studies, job etc.) • reasons given for these choices • references to what candidate will NOT do **ACCEPT:** use of present tense verbs to express future intent **ACCEPT:** reason for choices with or without use of *weil*. **ACCEPT:** use of suitable adjective as a form of reason. Tolerate references to what they will do at another school.	Tick 4	

2.2: award a mark out of 5 for Language

Generic mark scheme for Language (Question 2):

- 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 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.

[Total marks for Language: 5]

[Total for Question 2: 15 marks]

SECTION 2

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.

3.1 – award a mark out of 10 for Communication

Generic mark scheme for Communication (Question 3):
Place up to 2 'numbered' ticks as close as possible to each relevant communication point (see tables below for details):

(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 (see session-specific tables for further guidance).

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.

[Total marks for Communication: 10]

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

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

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

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Session-specific guidance for Communication marks (Question 3):

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)*

Question 3(a): *Sie waren letzten Samstag in der Stadt. Sie wollten Geschenke kaufen. Es war
aber kein guter Tag! Sie schreiben einen Brief an Ihren Brieffreund/an Ihre Brieffreundin, um
denTag zu beschreiben.*

	Accept	**Refuse**	**Mark**
(a) Tick 1, Tick 2	**Explanation as to whether candidate usually likes shopping <u>and</u> why.** For 2 Comm Insist on present tense. Allow anything sensible. No need to insist on inclusion of *weil.* Allow opinion in the form of description with adjective (e.g. *Einkaufen ist normalerweise ganz lustig).*		**2+2**
(b) Tick 3	**Account of why the candidate went into town last Saturday.** For 2 Comm Insist on past tense. Allow anything sensible. No need to insist on inclusion of *weil.*		**2**
(c) Tick 4	**Description of what went wrong on the shopping trip.** For 2 Comm Insist on past tense. Allow anything sensible. Allow use of adjectives to describe what went wrong (e.g. *Die Verkäuferin war böse).*		**2**
(d) Tick 5	**Description of what the candidate would like to do next weekend** Reward for communication *Nächstes Wochenende möchte ich* + infinitive (i.e. do not insist on use of *werden* for future reference). Reward for communication the use of the future tense, e.g. *Ich werde nächstes Wochenende zu Hause bleiben.* Allow a present tense verb + future time phrase *eg Nächstes Wochenende bleibe ich bei mir zu Hause.* Allow other appropriate phrases, such as *Nächstes Wochenende habe ich vor… zu + infinitive/Nächstes Wochenende plane ich…,* etc. Tolerate *gehen* for *fahren*		**2**

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Question 3(b): *Sie schreiben einen Artikel für die Schülerzeitung über das Thema Hobbys.*

	Accept	Refuse	Mark
(a) Tick 1, Tick 2	**Description of hobbies that young people have <u>and</u> reasons why.** Allow anything sensible (reference to company, activities together, etc.). No need to insist on inclusion of *weil.* Adjectives can convey the meaning. Also allow references to hobbies which they do not have.	Mere description of candidate's own hobbies – need reference to young people/others/wir	**2+2**
(b) Tick 3	**Account of what the candidate did in his/her freetime last summer.** For 2 Comm ticks insist on past tense. Allow anything sensible. Descriptions of what the candidate has done can convey the meaning.		**2**
(c) Tick 4	**Description of hobbies that the candidate's parents had as children.** For 2 Comm ticks insist on past tense. Allow anything sensible. Allow reason for opinion with or without use of *weil*. Accept use of suitable adjective as a form of reason.	Description of candidate's own hobbies. General statements about parents/children. Statements about parents' hobbies today.	**2**
(d) Tick 5	**Suggestions for how the next generation will spend their freetime.** Allow use of pronouns *wir/sie* for *die nächste Generation*. Reward for communication the use of modal verb +infinitive to express future intention *eg In der Zukunft sollen wir* + infinitive Reward for communication the use of the future, e.g. *In der Zukunft werden wir + infinitive* Allow a present tense verb + future time phrase, e.g. *In der Zukunft spielen wir ...* Allow other appropriate phrases, such as *In der Zukunft haben wir vor… zu + infinitive/In der Zukunft planen wir ... etc.*		**2**

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Question 3(c): *Letzten Monat haben Sie mit Ihrer Freundin einen Ausflug in die Berge gemacht. Nach einer Weile konnten Sie Ihre Freundin nicht mehr sehen.*

Schreiben Sie die Geschichte weiter:
*Es wurde sehr kalt und dunkel. Nach einer Weile konnte ich meine Freundin nicht mehr sehen....***(No marks awarded for this)**

	Accept	**Refuse**	**Mark**
(a) Tick 1	**Description of candidate's reaction when he/she lost the friend.** For 2 Comm ticks insist on past tense. Describe candidate's reaction on losing friend. Allow anything sensible.		**2**
(b) Tick 2	**Account of how the candidate found his/her friend.** For 2 Comm ticks insist on past tense. Allow anything sensible.		**2**
(c) Tick 3, Tick 4	**Account of what the candidate did when they reached home, <u>and</u> reasons why.** For 2 Comm ticks insist on past tense. Allow anything sensible. No need to insist on inclusion of *weil.* Allow reasons in the form of description with adjective, e.g. Ich *war sehr müde.*		**2+2**
(d) Tick 5	**Description of candidate's plans for next outing.** Reward for communication *Nächstes Jahr möchte ich* + infinitive (i.e. do not insist on use of *werden* for future reference) Reward for communication the use of the future tense, e.g. *Ich werde nächste Woche ins Ausland fahren.* Allow a present tense verb + future time phrase *e.g. Nächste Woche fahre ich ins Ausland.* Allow other appropriate phrases, such as *Nächste Woche habe ich vor… zu + infinitive/Nächste Woche plane ich…, etc.* Tolerate *gehen* for *fahren*		**2**

3.2 – award a mark out of 8 for Accurate use of verbs

Generic mark scheme for Accurate use of verbs (Question 3):

(i) Place a tick above the **first** occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below).

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

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

[Total marks for Accurate use of verbs: 8]

Awarding ticks for *Accurate use of verbs* (Question 3)

- **both subject and verb must be correct for the verb to score a tick**
  - **Subject (= subject noun or pronoun including article or possessive) + any finite verb**
  - Disregard adjectives, relative clauses, qualifiers and modifiers when looking at the 'subject'
  - **Minor spelling errors in the subject will be tolerated**
  - **Capitalisation of nouns will be considered under *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 <u>appropriate tense</u> to score a tick (see session-specific tables on tenses)**

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

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

Examples: 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

With separable verbs

Tick	No tick	Note
Ich lege ein Foto bei (✔)	Ich beilege ein Foto (no tick)	prefix needs to be separated where appropriate for the verb to score
Ich lege bei ein Foto (✔)		Prefix does not need to be in the correct syntactic position for the verb to score. (consider under *Other linguistic features*)
Ich habe mitgemacht (✔)	Ich habe gemitmacht (no tick)	prefix needs to be separated where appropriate for the verb to score

Word order

Tick	No tick	Note
Ich bin <u>geflogen</u> gestern (✔)		Tolerate incorrect word order for compound tenses as long as communication is not impeded, (consider under *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. (consider under *Other linguistic features*)
Wer bist du (?) (✓)	Wer du bist (?) (no tick)	inversion required with question word

Compound tenses

Tick	No tick	Note
Ich habe gekauft (✓)	Ich hat gekauft (no tick)	auxiliary must be correct
Wir sind gefahren (✓)	Wir haben gefahren (no tick)	auxiliary must be correct
Ich werde singen (✓)		future credited as compound tense, so no extra tick for infinitive
Er würde ein neues Auto kaufen (✓)		conditional credited, so no extra tick for infinitive
Wir werden mit dem Bus fahren (✓)		1 tick for compound tense
Wir werden fahren mit dem Bus (✓)		Tolerate incorrect word order for compound tenses as long as communication is not impeded, (consider under *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

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 (✓)		

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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

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, Consider word order in *Other linguistic features*
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).

3.3 – award a mark out of 12 for Other linguistic features

Generic mark scheme for Other linguistic features (Question 3):

(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* (last page of mark scheme):

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.

(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.

[Total mark for Other linguistic features: 12]

[Total for Question 3: 30 marks]

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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. These are extremely rare. The 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.