



# General Certificate of Education

## German 6661

### *GR04 Contemporary Issues*

# Mark Scheme

## *2006 examination – June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Unit 4

The assessment objectives will be allocated in the following way:

|            |                              | <b>% of A Level</b> | <b>Marks</b> |
|------------|------------------------------|---------------------|--------------|
| <b>AO1</b> | Response to spoken language  | 5                   | 40           |
| AO2        | Response to written language | 7.5                 | 60           |
| AO3        | Knowledge of grammar         | 5                   | 40           |
|            | <b>TOTAL</b>                 | 17.5                | 140          |

The marks will be allocated in the following way.

|                         | <b>AO1</b> | <b>AO2</b> | <b>AO3</b> |
|-------------------------|------------|------------|------------|
| Short listening pieces  | 18         |            | 5          |
| Longer listening pieces | 22         |            | 15         |
| Short reading texts     |            | 25         |            |
| Longer reading text     |            | 35         | 20         |

## General Principles

- In questions where a candidate has been required to tick an answer, no credit can be given if there are too many ticks in answer to a multiple choice question. Any ticks in addition to the maximum required will be taken from the candidate's total for the questions. For example, in a question requiring a maximum of 4 ticks, if a candidate has ticked 5 boxes and three of these are correct then a mark of  $3 - 1 = 2$  will be awarded.
- Where a candidate repeats the same error within a question, no further penalty should be imposed in awarding a mark for Communication.
- In awarding marks for A03 (Knowledge of Grammar) for answers in response to the **reading passages** examiners should take into account to what extent the candidate has attempted to use his/her own language. If a candidate has entirely copied from the original then this response could not be considered when awarding marks for Quality of Language.
- For answers in response to the **listening passages** candidates may well rely on the original spoken text. Therefore candidates can use the same wording from the original target language they hear and score marks for A03, although there will have to be a certain amount of accuracy in spelling, and some attempt at manipulation (eg in changing the verb endings to suit the third rather than the first person).
  - English spellings are not accepted unless the word is spelt the same in both languages.

1.

|     |                                     |   |
|-----|-------------------------------------|---|
| (a) | macht den Ärzten jetzt große Sorgen | 1 |
| (b) | keineswegs                          | 1 |
| (c) | nach Hause                          | 1 |
| (d) | seit kurzer Zeit                    | 1 |

4 marks (AO1)

2. **Falsche Sätze:**

|       |      |
|-------|------|
| (i)   | (ii) |
| (ii)  | (iv) |
| (iii) | (vi) |

**Korrekturen:**

|      | <i>Key Idea</i>   | <i>Mark</i> | <i>Accept</i>                                  | <i>Reject</i> |
|------|---|-------------|--|---------------|
| (b). | Sie befassen sich hauptsächlich mit wirtschaftlichen / finanziellen Fragen / mit der Wirtschaft                   | 1           |  |               |
| (d). | Sie <b>glauben</b> , dass Europa sehr einflussreich sein kann / ein dynamischer Wirtschaftsraum sein soll         | 1           | alternative, appropriate versions of “glauben” | hoffen        |
| (f)  | Sie haben Pläne für Zusammenarbeit in (one or more of the following)<br>Telekommunikation<br>Forschung<br>Verkehr | 1           |  |               |

6 marks (AO1)

3.

|         | <i>Key Idea</i>  | <i>Mark</i> | <i>Accept</i>   | <i>Reject</i>           |
|---------|--|-------------|---|-------------------------|
| (a)     | Sie ist (chronisch) unterfinanziert / nicht gerade zum Besten  | 1           |   |                         |
| (b)     | Sie will mehr in der Sprachförderung machen<br>Sie will mehr bei der Integration von Kindern ausländischer Familien machen<br>(1 from 2)                                       | 1           |   | Sprachförderung         |
| (c)(i)  | <b>Mehr</b> Tageseinrichtungen / Kindergärten werden gebraucht   | 1           |   | Tageseinrichtungen      |
| (c)(ii) | (Nur) 5% der Kinder unter 3 Jahren haben einen Platz<br><br>20-30% der Kinder sollen einen Platz haben   | 1<br><br>1  |   |                         |
| (d)     | Sie müssen (mehr als) <b>ein Drittel</b> / (mehr als) <b>33% der</b> Kosten bezahlen<br><br>In anderen Industrieländern / Ländern 17% der Kosten                               | 1<br><br>1  | weil ärmere Familien die 33% nicht bezahlen können/müssen | fast ein Drittel Dritte |
| (e)     | Kinder aus armen / ärmeren Familien werden ihrer <b>Bildungschancen</b> beraubt / haben nicht so viele <b>Bildungschancen</b> / <b>Erziehungs-</b> / <b>Ausbildungschancen</b> | 1           | weniger/wenige  |                         |

8 marks (AO1)

PLUS a maximum of 5 marks for use of language = Total - 13 marks

- (i) Where maximum mark for comprehension is 9 and maximum mark for quality of language is 5:

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|--------------------------------------|
| 9, 8                   | 5                                    |
| 7, 6                   | 4                                    |
| 5, 4                   | 3                                    |
| 3, 2                   | 2                                    |
| 1                      | 1                                    |
| 0                      | 0                                    |

The five marks for Quality of Language (A03) for questions (a) to (d) will be applied as follows:

| <b>Knowledge of Grammar (A03)</b> |   |
|-----------------------------------|---|
| 5                                 | The grammatical structures in the specification are used accurately. There are occasional errors but these are of a minor nature. |
| 4                                 | Grammar is sound. Tenses and agreements are reliable. There are errors but mostly only in the most difficult areas.               |
| 3                                 | The grammatical structures are generally known but success in applying them is inconsistent.                                      |
| 2                                 | Evidence of serious gaps in basic grammar. Even common structures are not sound and some irregular verbs are poorly constructed.  |
| 0-1                               | Errors are elementary and so numerous as to impede comprehension.   |

Only answers marked correctly for comprehension can be considered for A03.

**Total for Part A = 23 marks**

**Part B**

4.

|         | <i>Key Idea</i>  | <i>Mark</i> | <i>Accept</i> | <i>Reject</i>     |
|---------|--|-------------|---------------|-------------------|
| (a)(i)  | (fast) 900,000   | 1           |               |                   |
| (a)(ii) | (über) 2 Millionen   | 1           |               |                   |
| (b)(i)  | (Jeder Dritte) hat Probleme beim Treppensteigen  | 1           |               |                   |
| (b)(ii) | (Jeder Vierte) kann nur mit Mühe allein ein Bad nehmen / kann allein kein Bad nehmen                                   | 1           |               |                   |
| (c)(i)  | Weil die medizinische Versorgung jetzt so gut ist / dank der guten medizinischen Versorgung / weil die Medizin gut ist | 1           |               | viel Medizin      |
| (c)(ii) | Zehn bis / oder fünfzehn Jahre   | 1           |               |                   |
| (d)(i)  | Frauen <b>der mittleren Generation</b>   | 1           |               | erwachsene Kinder |
| (d)(ii) | sie sind so sehr unter Druck / sie werden selbst krank   | 1           |               | unterdrückt       |
| (e)     | Die Familien werden kleiner  | 1           |               |                   |
|         | Single-Haushalte sind zahlreicher  | 1           |               | Häuser            |

**10 marks (AO1)**

5.

|     | <i>Key Idea</i>  | <i>Mark</i> | <i>Accept</i>                    | <i>Reject</i>                        |
|-----|--|-------------|----------------------------------|--------------------------------------|
| (a) | zu Hause / in der Familie  | 1           |                                  |                                      |
| (b) | wie stark sie (als Familie) gefordert sind<br>wie lange die Pflege dauern kann<br>dass die Beziehung nicht mehr funktionieren wird<br><b>(2 from 3)</b>                        | 2           | wie stark die Forderung ist      | gefördert<br>gefährdet<br>Pfleger    |
| (c) | sie fühlen sich isoliert<br>Schlafstörungen<br>Depressionen<br>sie haben Probleme mit dem Job<br><b>(3 from 4)</b>   | 3           |                                  | die alten Leute fühlen sich isoliert |
| (d) | es könnte flexiblere Arbeit geben<br>es könnte Teilzeitarbeit geben<br>Betreuer könnten die Berufstätigkeit <b>ohne finanziellen Schaden</b> unterbrechen<br><b>(2 from 3)</b> | 2           | ohne finanzielle Bestrafung (en) |                                      |
| (e) | Sie wollen in der Familie / zu Hause gepflegt werden   | 1           |                                  | im Heim                              |
| (f) | ‘Essen auf Rädern’ / man bringt das Mittagessen ins Haus<br><br>Hausnotruf   | 1<br><br>1  |                                  | Reden                                |
| (g) | (verstärkte) finanzielle Hilfe bei der Miete für die Wohnung   | 1           |                                  | Meter                                |

**12 marks (AO1)**

**PLUS maximum of 10 marks for use of language (AO3)**



(e) Where maximum mark for comprehension is 12 and maximum mark for quality of language is 10:

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|--------------------------------------|
| 12, 11, 10             | 10                                   |
| 9                      | 9                                    |
| 8                      | 8                                    |
| 7                      | 7                                    |
| 6                      | 6                                    |
| 5                      | 5                                    |
| 4                      | 4                                    |
| 3                      | 3                                    |
| 2                      | 2                                    |
| 1                      | 1                                    |
| 0                      | 0                                    |

The ten marks for Quality of Language (A03) will be applied as follows:

| <b>Knowledge of Grammar (A03)</b> |  |
|-----------------------------------|--|
| 9-10                              | Very good command of the language. Good use of idiom, complex structures and a wide range of vocabulary. Highly accurate grammar and sentence structure; only occasional mistakes.   |
| 7-8                               | Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure. Generally accurate.   |
| 5-6                               | A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors are generally minor but with some serious errors in more complex structures. |
| 3-4                               | Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.   |
| 0-2                               | Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may cause difficulties for immediate comprehension.   |

6.

|       |          |   |
|-------|----------|---|
| (i)   | betreut  | 1 |
| (ii)  | können   | 1 |
| (iii) | Kindern  | 1 |
| (iv)  | billiger | 1 |
| (v)   | noch     | 1 |

**5 marks (AO3)**  
**Total for Part B = 37 marks**

**Part C**

7.

|        |                   |   |
|--------|-------------------|---|
| (i)    | Schipanski/Dagmar | 1 |
| (ii)   | Opresnik/Miriam   | 1 |
| (iii)  | Gisch/Holgar      | 1 |
| (iv)   | Schipanski/Dagmar | 1 |
| (v)    | Dierig/Andrea     | 1 |
| (vi)   | Blümel/Katrin     | 1 |
| (vii)  | Becker/Arno       | 1 |
| (viii) | Dierig/Andrea     | 1 |

**8 marks (AO2)**

8.

|     |    |   |
|-----|----|---|
| (a) | F  | 1 |
| (b) | R  | 1 |
| (c) | R  | 1 |
| (d) | F  | 1 |
| (e) | NA | 1 |
| (f) | R  | 1 |
| (g) | NA | 1 |
| (h) | R  | 1 |

**8 marks (AO2)**

9.

|     | <i>Key Idea</i>   | <i>Mark</i> | <i>Accept</i>  | <i>Reject</i>              |
|-----|---|-------------|--|----------------------------|
| (a) | Das Geschäft läuft nicht / (zu) wenig Leute trinken (Bier) in seinem Lokal  | 1           |  |                            |
| (b) | Eine Gruppe hat <b>einen Saal</b> (in seiner Kneipe) <b>(an)gemietet</b>  | 1           |  |                            |
| (c) | Die Leute waren zivilisiert<br>Die Leute waren höflich<br>Die Leute waren nie / nicht betrunken<br>Die Leute waren nie / nicht aggressiv<br><br>Die Leute haben ein gutes Trinkgeld gegeben (2 from 5)  | 2           |  | Sie waren ganz normal      |
| (d) | Sie hatten kurze Haare / Bomberjacken / Springerstiefel<br><br>Eine Frau / Jemand hatte ein Bild von Rudolph Hess auf ihrem T-Shirt / einem Nazi auf ihrer Kleidung<br><br>Die Leute waren nicht ‘Fürsprecher’ für das geplante jüdische Zentrum (2 from 3) | 2           | Sie waren gegen / Gegner   | ein Mann von einem Neonazi |
| (e) | <b>Jedes</b> (ausgemachte) <b>Treffen</b> / <b>Jedes Mal</b> hat er bei der Polizei gemeldet  | 1           |  |                            |
| (f) | (Zu viele) Streifenwagen standen vor seinem Lokal / dort / da / draußen<br><br>Seine Stammgäste haben sich beschwert / mögen es nicht<br><br>Er wollte keinen Ärger haben<br><br>Er wollte mit den Neonazis nichts mehr zu tun haben (2 from 4)             | 2           | Stammgäste haben gesagt, sie wollen die Streifenwagen nicht (for 2 marks)<br><br>Streit / Krach / keine Probleme |                            |

**9 marks**

**Total for Part C = 25 marks**

**Part D****10.**

(a)

|       |                        |   |
|-------|------------------------|---|
| (i)   | isoliert               | 1 |
| (ii)  | Behinderte anzustellen | 1 |
| (iii) | Anrufe annehmen        | 1 |
| (iv)  | ein wahrer Segen       | 1 |
| (v)   | schon begonnen         | 1 |
| (vi)  | fällt es Margot schwer | 1 |

**6 marks (AO2)****Fragen auf Deutsch**

|     |   | <i>Mark</i> | <i>Accept</i>   | <i>Reject</i>      |
|-----|---|-------------|---|--------------------|
| (a) | Die Arbeit gefällt ihr                                    | 1           |   | spannend           |
|     | Sie fühlt sich gut integriert                             | 1           |   |                    |
| (b) | Sechs Monate  | 1           | drei Monate und noch<br>drei Monate / ein halbes<br>Jahr  |                    |
| (c) | Die Arbeit hilft ihnen aus der <b>Stille</b> zu treten    | 1           |   |                    |
|     | Die Arbeit hilft ihnen aus der <b>Isolation</b> zu treten | 1           |   |                    |
| (d) | Sie sollten keine Ängste / Vorurteile mehr haben          | 1           |   |                    |
|     | Sie sollten mehr Geduld (mit Gehörlosen) haben            | 1           |   |                    |
| (e) | <b>Den Behinderten</b> die gleichen Chancen zu bieten     | 1           | jedem / allen Leuten die<br>gleichen Chancen zu<br>bieten | Ihnen (on its own) |
|     | <b>Den Behinderten</b> die gleichen Löhne zu bezahlen     | 1           |   |                    |

**9 marks (AO2)**

**Translation into English**

|   | <i>Zu übersetzen</i>  | <i>Accept</i>  | <i>Reject</i>  |
|---|---|--|--|
| 1 | Ob bei der Arbeit<br><br>oder im Alltag                           | Whether / either / no matter if .....<br>at work / in work<br><br>or in (their) everyday / daily life / routine  | If   |
|   |   | At work as well as in everyday life  |  |
| 2 | Gehörlose immer wieder<br><br>werden...konfrontiert               | The deaf / deaf people...again and again / time and again / repeatedly / constantly<br><br>are confronted / faced / being confronted / come up against | always (except if with continuous present)<br><br>will be confronted / will have to face |
| 3 | mit ihrer Behinderung.<br><br>Sie sind sehr direkt,               | with / by their disability / handicap<br><br>They are very direct  | <b>the</b> disability  |
| 4 | wenn sie miteinander...unterhalten<br><br>in der Gebärdensprache, | when they talk to each other / converse / communicate with<br><br>in sign language   | if<br>entertain / interact   |
|   |   | when they sign to each other   |  |
| 5 | also müssen sie sich Mühe geben,<br><br>wenn sie...kommunizieren  | so they have to take care / be careful / make an effort / try (really) hard / take trouble<br><br>when they communicate / are communicating            | also<br>try (on its own)<br>take measures<br><br>if, speaking                            |
| 6 | mit Hörenden,<br><br>nicht allzu (direkt) zu sein                 | with hearing people / non-deaf people/ people who are not deaf / can hear<br><br>That they are not too (direct)  | a hearing person<br><br>as / so direct<br>not all that direct<br>all too                 |

continued

|    | <i>Zu übersetzen</i>   | <i>Accept</i>   | <i>Reject</i>   |
|----|--|---|---|
| 7  | Bei der Kommunikation (mit Hörenden)<br><br>entfällt die Spontaneität, | When they communicate / are communicating / in communication / communicating (with hearing people)<br><br>there isn't the spontaneity / it loses its spontaneity / the spontaneity is lost / one loses / they lose spontaneity / there is a lack of spontaneity | Through / with / by / in the communication<br><br>less spontaneity<br>they are less spontaneous |
| 8  | so dass sie...nicht können<br><br>sich natürlich verhalten             | so (that) they can't<br><br>act / behave naturally  | <br><br>of course   |
| 9  | Margot kämpft auch...an<br><br>gegen das Vorurteil                     | Margot also battles / fights / struggles / contends (with)<br><br>against <b>the</b> prejudice / preconception / prejudgement   | combats<br><br>prejudice(s)   |
| 10 | (Gehörlose) seien hochnäsig<br><br>Sie ist überzeugt,                  | that (deaf people) are arrogant / conceited / snooty / snobby / snobbish / stuck up<br><br>She is convinced / persuaded   | <br><br>sure / certain / adamant  |
| 11 | dass dieses (Vorurteil) entsteht<br><br>aus Missverständnissen heraus  | that this (prejudice) stems / arises / originates / is a result of / comes from / is derived from<br><br>from misunderstanding(s)   | is due to   |
| 12 | Manchmal wird sie...angesprochen<br><br>von jemandem,                  | Sometimes she is addressed / spoken to<br>NB sometimes someone addresses her (2 marks)<br><br>by someone / a person   | reject future tense<br><br>from someone / some people   |
| 13 | der hinter ihr steht<br><br>Da sie nicht antwortet,                    | (standing) behind her.<br><br>As / since / when / because she does not answer   | <br><br>there / if  |
| 14 | weil sie nicht hören kann,<br><br>glaubt der andere,                   | because she cannot hear<br><br>this / the other person thinks / believes / they think   | <br><br>other people / others   |

continued

|    | <i>Zu übersetzen</i>                                       | <i>Accept</i>  | <i>Reject</i>  |
|----|--|--|--|
| 15 | sie erwidert...nicht<br><br>absichtlich                    | she is not answering / replying / acknowledging / is ignoring them / is not responding / they are being ignored<br><br>on purpose / intentionally / deliberately   |  |
| 16 | In solchen Augenblicken<br><br>bekomme ich böse Blicke     | At such moments / At times like these<br><br>I get dirty / angry / nasty / evil / black looks / glances / stares / people give me .....  | occasions / cases / situations / circumstances / scenarios                     |
| 17 | ohne zu wissen weshalb<br><br>Dann fühle ich mich          | without knowing why / and why I don't know<br><br>Then I feel  | without the knowledge why<br><br>myself  |
| 18 | etwas verlegen.<br><br>Heute ist sie...aber zufrieden      | somewhat / a bit / quite / rather embarrassed / awkward / uncomfortable<br><br>Today <b>however</b> she is pleased / satisfied / happy / content<br>But today she is pleased / satisfied / happy / content | at peace   |
| 19 | im Großen und Ganzen<br><br>mit dem, was sie erreicht hat. | on the whole / more or less / overall / mainly / in the main / largely<br><br>with what she has achieved / attained  | mostly / chiefly / generally / in general<br><br>reached / done / had achieved |
| 20 | Sie hat ihren Weg...gefunden.<br><br>aus der Stille        | She has found her way<br><br>out of (the) silence.   | found / has escaped / made her way<br><br>through / from the silence           |

20 marks (AO2)



(b)

|       |  | <i>Mark</i> | <b>Accept</b>                                    | <b>Reject</b>  |                     |
|-------|--|-------------|--|----------------|---------------------|
| (i)   | Im Augenblick / Moment / Heutzutage / Heute / Momentan                                   | 1           | In dem   | Geschäfte      |                     |
|       | nicht genug / zu wenig Firmen / Betriebe / Unternehmen / Konzerne / Gesellschaften       | 1           |  |                |                     |
|       | wollen ... / möchten ... anstellen / einstellen / beschäftigen / Arbeit geben (+ dative) | 1           |  |                |                     |
|       | behinderte Menschen / Leute / Behinderte   | 1           |  |                | Behinderte Menschen |
| (ii)  | Trotz ihrer Behinderung  | 1           | obwohl / obgleich sie Behinderte / behindert ist | reject plural  |                     |
|       | ist es... gelungen<br>gelang   | 1           |  |                |                     |
|       | dieser jungen Frau   | 1           |  |                |                     |
|       | eine Arbeit / Stelle / einen Job zu finden   | 1           |  |                | einen Beruf         |
|       | hat diese junge Frau Erfolg gehabt / war diese junge Frau erfolgreich / hat es geschafft | 1           |  |                |                     |
| (iii) | Um...zu kommunizieren  | 1           |  | Fingeralphabet |                     |
|       | mit (den) Gehörlosen   | 1           |  |                |                     |
|       | wäre es eine gute Idee / würde ..... sein  | 1           |  |                |                     |
|       | (die) Zeichensprache / Gebärdensprache zu (er)lernen                                     | 1           |  |                |                     |

continued

|      |   | <i>Mark</i> | <b>Accept</b> | <b>Reject</b>       |
|------|---|-------------|---------------|---------------------|
| (iv) | Heute wird viel / vieles gemacht / getan / Heute macht man viel(es)   | 1           |               |                     |
|      | für Leute / Menschen / die(jenigen)   | 1           |               |                     |
|      | die...Schwierigkeiten / Probleme haben / es schwierig haben   | 1           |               |                     |
|      | in ihrem / im Alltagsleben / Alltag / täglichen Leben   | 1           |               |                     |
| (v)  | Wenn wir ...können / man ... kann   | 1           |               |                     |
|      | Vorurteile abbauen / reduzieren   | 1           |               | das / ein Vorurteil |
|      | wird die Lage / Situation...besser sein   | 1           |               | diese Lage          |
|      | in (der) Zukunft / für die Zukunft  |             |               |                     |
|      | <div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 5px;">}</div> <div>                     wird die<br/>                     künftige<br/>                     Lage<br/>                     besser sein                 </div> </div> |             |               |                     |

**20 marks (AO3)**  
**Total for Part D = 55 marks**  
**Total for Paper = 140 marks**

**QUALITY OF LANGUAGE MARKS (Units 1 & 4)**

Where marks are awarded for quality of language, the principle to be applied is that the quality of language marks can only be awarded for successfully conveying the required content. The following principles will therefore apply:

1. If the maximum mark for comprehension and quality of language is the same, the mark awarded for quality of language may not exceed the mark awarded for comprehension.
2. If the maximum marks for comprehension and quality of language are not the same, the maximum mark which may be awarded for quality of language is indicated by the following tables:

(a) Where maximum mark for comprehension is 10 and maximum mark for quality of language is 5:

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|--------------------------------------|
| 10, 9                  | 5                                    |
| 8, 7                   | 4                                    |
| 6, 5                   | 3                                    |
| 4, 3                   | 2                                    |
| 2, 1                   | 1                                    |
| 0                      | 0                                    |

(b) Where maximum mark for comprehension is 20 and maximum mark for quality of language is 10:

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|--------------------------------------|
| 20, 19                 | 10                                   |
| 18, 17                 | 9                                    |
| 16, 15                 | 8                                    |
| 14, 13                 | 7                                    |
| 12, 11                 | 6                                    |
| 10, 9                  | 5                                    |
| 8, 7                   | 4                                    |
| 6, 5                   | 3                                    |
| 4, 3                   | 2                                    |
| 2, 1                   | 1                                    |
| 0                      | 0                                    |

### QUALITY OF LANGUAGE MARKS (Units 1 & 4)

Where marks are awarded for quality of language, the principle to be applied is that the quality of language marks can only be awarded for successfully conveying the required content. The following principles will therefore apply:

1. If the maximum mark for comprehension and quality of language is the same, the mark awarded for quality of language may not exceed the mark awarded for comprehension.
2. If the maximum marks for comprehension and quality of language are not the same, the maximum mark which may be awarded for quality of language is indicated by the following tables:

(a) Where maximum mark for comprehension is 10 and maximum mark for quality of language is 5:

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|--------------------------------------|
| 10, 9                  | 5                                    |
| 8, 7                   | 4                                    |
| 6, 5                   | 3                                    |
| 4, 3                   | 2                                    |
| 2, 1                   | 1                                    |
| 0                      | 0                                    |

(b) Where maximum mark for comprehension is 20 and maximum mark for quality of language is 10:

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|--------------------------------------|
| 20, 19                 | 10                                   |
| 18, 17                 | 9                                    |
| 16, 15                 | 8                                    |
| 14, 13                 | 7                                    |
| 12, 11                 | 6                                    |
| 10, 9                  | 5                                    |
| 8, 7                   | 4                                    |
| 6, 5                   | 3                                    |
| 4, 3                   | 2                                    |
| 2, 1                   | 1                                    |
| 0                      | 0                                    |

- (c) Where maximum mark for comprehension is 10 and maximum mark for quality of language is 10:

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|--------------------------------------|
| 10, 9                  | 10                                   |
| 8, 7                   | 8                                    |
| 6, 5                   | 6                                    |
| 4, 3                   | 4                                    |
| 2, 1                   | 2                                    |
| 0                      | 0                                    |

- (d) Where maximum mark for comprehension is 15 and maximum mark for quality of language is 5:

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|--------------------------------------|
| 15, 14, 13             | 5                                    |
| 12, 11, 10             | 4                                    |
| 9, 8, 7                | 3                                    |
| 6, 5, 4                | 2                                    |
| 3, 2, 1                | 1                                    |
| 0                      | 0                                    |

- (e) Where maximum mark for comprehension is 12 and maximum mark for quality of language is 10:

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|--------------------------------------|
| 12, 11, 10             | 10                                   |
| 9                      | 9                                    |
| 8                      | 8                                    |
| 7                      | 7                                    |
| 6                      | 6                                    |
| 5                      | 5                                    |
| 4                      | 4                                    |
| 3                      | 3                                    |
| 2                      | 2                                    |
| 1                      | 1                                    |
| 0                      | 0                                    |

(f) Where maximum mark for comprehension is 6 and maximum mark for quality of language is 5:

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|--------------------------------------|
| 6, 5                   | 5                                    |
| 4                      | 4                                    |
| 3                      | 3                                    |
| 2                      | 2                                    |
| 1                      | 1                                    |
| 0                      | 0                                    |

(g) Where maximum mark for comprehension is 7 and maximum mark for quality of language is 5:

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|--------------------------------------|
| 7, 6                   | 5                                    |
| 5, 4                   | 4                                    |
| 3                      | 3                                    |
| 2                      | 2                                    |
| 1                      | 1                                    |
| 0                      | 0                                    |

- (h) Where maximum mark for comprehension is 8 and maximum mark for quality of language is 5:

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|--------------------------------------|
| 8, 7                   | 5                                    |
| 6, 5                   | 4                                    |
| 4, 3                   | 3                                    |
| 2                      | 2                                    |
| 1                      | 1                                    |
| 0                      | 0                                    |

- (i) Where maximum mark for comprehension is 9 and maximum mark for quality of language is 5:

| Mark for comprehension | Maximum mark for quality of language |
|------------------------|--------------------------------------|
| 9, 8                   | 5                                    |
| 7, 6                   | 4                                    |
| 5, 4                   | 3                                    |
| 3, 2                   | 2                                    |
| 1                      | 1                                    |
| 0                      | 0                                    |