



**General Certificate of Secondary Education
June 2012**

German

46654

(Specification 4665)

Unit 4: Writing

Mark Scheme

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

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Assessment Criteria

Content

Marks	Criteria
13-15	Very Good Fully relevant and detailed response to the task. Sound ability to convey information clearly, express and explain ideas and points of view. Well organised structure.
10-12	Good Mostly relevant response to the task and shows ability to convey a lot of information clearly, express and explain ideas and points of view.
7-9	Sufficient Response to the task is generally relevant with quite a lot of information clearly communicated. Points of view are expressed and ideas are developed.
4-6	Limited Limited response to the task with some relevant information conveyed. Simple opinions are expressed and there is some development of basic ideas.
1-3	Poor Very limited response to the task with little relevant information conveyed. No real structure.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

Range Of Language

Marks	Criteria
9-10	Wide variety of appropriate vocabulary and structures. More complex sentences are handled with confidence and verb tenses are used successfully.
7-8	Good variety of appropriate vocabulary and structures used. More complex sentences are attempted and are mostly successful.
5-6	Some variety of vocabulary and structures used, including attempts at longer sentences using appropriate linking words which are sometimes successful.
3-4	Vocabulary is appropriate to the basic needs of the task and structures are mostly simple.
1-2	Inappropriate vocabulary with little understanding of language structure.
0	No language produced which is worthy of credit.

Accuracy

Marks	Criteria
5	Largely accurate, although there may still be some errors especially in attempts at more complex sentences. Verbs and tense formations are secure.
4	Generally accurate with errors occurring in attempts at more complex sentences. Verb and tense formations are usually correct.
3	More accurate than inaccurate. Verb forms and tense formations are sometimes unsuccessful. The intended meaning is clear.
2	Many errors which often impede communication. Verb forms are rarely accurate.
1	Limited understanding of the most basic linguistic structures. Frequent errors regularly impede communication.
0	No language produced which is worthy of credit.

- The mark awarded for Range of Language must not be more than one band higher than the mark awarded for Content. (See table below).
- The mark awarded for Accuracy must not be more than one band higher than the mark awarded for Content. (See table below).
- If a mark is awarded for Content, this will inevitably lead to the award of a mark for Range of Language and for Accuracy.
- If a mark of zero is awarded for Content, this will automatically result in a zero score for Range of Language and for Accuracy.

Content Mark	Marks for Range of Language	Marks for Accuracy
0	0	0
1 – 3	1 – 4	1 - 2
4 – 6	1 – 6	1 - 3
7 – 9	1 – 8	1 - 4
10 – 12	1 – 10	1 - 5
13 – 15	1 – 10	1 - 5

Assessment issues

1. Task Planning Forms (TPF)

If more than 40 words have been used, examiners will ignore when awarding a mark, the parts of the student's response (ie the phrases or clauses) which use words noted on the TPF beyond the first 40.

If a conjugated verb appears on the TPF, examiners will ignore the clause(s) where that verb is used when awarding a mark for Range of Language and Accuracy. If the sentence (with the conjugated verb discounted) still communicates, then it may be counted towards the mark for Content. The same applies to the use of codes (eg a picture of a dustbin to represent the German word *bin*).

Visuals on Task Planning Forms are not permitted in June 2012 and beyond.

2. Exactly what do examiners mark?

- They mark the student's response **to the title**.
- They do **not** mark a response to the bullet points which have the status of guidance. The student may choose to ignore the bullet points completely.
- The response must be relevant to the title.

3. Must the title relate directly to the Contexts defined in the specification?

No. The title can be anything.

4. How do examiners identify the title?

- The title is the task.
- The task and the scene-setting may seem blurred or merged together. The focus is the task.
- See examples in *Additional Exemplar Tasks: Controlled Assessment Writing and Speaking* on the AQA website within the Teacher Resource Bank for your language at <http://web.aqa.org.uk/qual/newgcse/languages.php?id=11&prev=10>, where the task and scene setting are clearly separated

5. What is a relevant response?

- The response must be relevant to the task.
- Students are not penalised for not responding to the scene setting details.

6. And what if there is a significant amount of irrelevant material?

- It would affect the mark for CONTENT.
- Only the material which is relevant should still be assessed for RANGE OF LANGUAGE and ACCURACY.

7. What if a student has omitted an entire aspect of the title?

A student with the task 'Home, local area and special occasions' who writes nothing about home area, for example, could be considered to have completed two thirds of the task. The piece could therefore be eligible for the 10-12 band for Content, assuming the piece fulfils the criteria for that band in other ways. This would still allow the student access to all mark bands for language.

8. What if there is a significant duplication of material across the two pieces of work submitted?

- The same material cannot be credited twice.
- Incidental and occasional overlap do not count as duplication.

9. What if it is clear the student's entire response is identical (ie exactly the same, word for word) to model answers in a textbook or to the wording of tasks from other students at the same centre?

The work would be referred to AQA's Irregularities/Malpractice Department.

10. Does the number of words affect assessment?

- The quality not the quantity of work affects the assessment outcome.
- 200-350 words across both tasks if aiming at grades D-G, 400-600 if aiming at grades A*-C, is for **guidance** only.
- Obviously, the shorter the assignment, the more difficult it becomes to meet the upper bands of assessment criteria for CONTENT (and therefore other categories).
- There is no *upper* limit on the number of words. The whole piece will be read and marked by the examiner.

11. How does the CONTENT mark affect the marks for RANGE OF LANGUAGE and ACCURACY?

Content Mark	Maximum Mark for Range of Language	Maximum Mark for Accuracy
0	0	0
1-3	1-4	1-2
4-6	1-6	1-3
7-9	1-8	1-4
10-12	1-10	1-5
13-15	1-10	1-5

12. The criteria for assessment

All of the criteria should be considered when deciding on a mark, but the following guidelines will prove particularly useful.

(a) CONTENT

GENERAL OVERVIEW

If the descriptor fits the piece exactly, then the examiner will award the middle mark in the band. If there is strong evidence of the descriptors and/or the examiner had been considering the band above, the highest of the three marks would be awarded. If there is

just enough evidence and/or the examiner had been considering the band below, then the lowest mark in the band would be awarded.

13-15 marks

- Students provide a **fully relevant** and **detailed** response with **almost all** information conveyed **clearly** and **developed**.
- They must offer ideas / opinions / points of view (minimum 2) and at least two of them must be explained or justified.
- The piece should have a well organised structure, ie a sound ordering of ideas but **not** necessarily a formal essay structure or an introduction, conclusion, etc.

10-12 marks

- The response will be **mostly** relevant and **a lot** of information will still be provided and conveyed **clearly** and will **generally** be developed.
- There is a requirement to give **and explain** ideas / opinions / points of view (minimum 2)

7-9 marks

- The response will be **generally** relevant with **quite a lot** of information conveyed **clearly**.
- There will still be evidence of an ability to **develop** ideas.
- There is a requirement to give opinions / points of view (minimum 2).

4-6 marks

- The response is **limited** but **some** relevant information will be conveyed.
- There will be **some development** of basic ideas.
- There is a requirement to give opinions (minimum 2). These could be very simple, eg: 'I like French. I like Spanish. France is good.' = 3 simple opinions.

1-3 marks

- The response is **very limited** with **little** relevant information conveyed.
- There will be **no real structure**.

0 marks

- No relevant information is communicated in a coherent fashion. If zero is awarded for Content, zero must also be awarded for Range of Language and Accuracy.

DETAILED CONSIDERATION OF ISSUES

- i) **Relevance** This refers to relevance to the title (ignoring scene-setting, etc). Examiners look out particularly for the following scenarios:
- The piece on a specific topic that strays into other areas (eg *My School Routine* should not have long digressions on work experience or future career).
 - The piece with a title covering a range of topics which only mentions one of them (eg the title is *School and Future Career* but the student only mentions 'school').
 - The piece which starts with a long preamble about the student which is not relevant to the title.
 - Work where there is a significant duplication of material across the two tasks submitted. The same material cannot be credited twice. Examiners do not count incidental and occasional overlap as duplication.
 - Examiners are aware of the principle of balance. The piece on *My holiday last summer* which includes a couple of sentences on what the student generally does/will do next year is perfectly acceptable but if the student takes $\frac{1}{3}$ of the piece talking about what (s)he usually does and $\frac{1}{3}$ of the piece dealing with next year's plans then the work

should not be judged 'fully relevant' unless the student has been able to link this material clearly to the title. Similarly with the task on *My Work Experience* where a large part of the piece is taken up with what the student will do next year.

- Irrelevant material in the work is taken into account in awarding the marks, even if there is sufficient relevant material to meet the recommended word length. For example, if a student has written 600 words and 300 words are relevant to the title, the examiner cannot simply ignore the 300 words of irrelevant material and deem the piece to be fully relevant.

In practice, the vast majority of tasks will be fully relevant but many will not score in the top band for Content because of other limitations. However, any piece which is not judged fully relevant cannot be awarded a mark in the top band. Where it is obvious from the task sheet that the bullet points have led the student into including irrelevant material, the examiner will treat the lack of relevance as leniently as possible. Material which is deemed irrelevant will be discounted when assessing Range of Language and Content.

ii) Information conveyed

- It is necessary to consider the amount of information given and the extent to which it is developed. (Development of information/ideas means going beyond a basic response to give additional detail.)

Note that a piece which does not reach the recommended length specified in the specification (minimum 200 words across both pieces for grades G-D, minimum 400 words across both pieces for grades C-A*) is unlikely to score highly for Content, ie a piece of less than about 100 words is likely to fall into the Limited or Poor band, a piece of less than about 200 words is unlikely to score above the Sufficient band. However, a piece of 200+ words will in theory have access to the full mark range. The examiner is assessing primarily quality rather than quantity and precision and clarity of expression are more important than the number of points made.

- There is no *upper* limit on the number of words. The whole piece will be read and marked.

iii) Expression and explanation of ideas/points of view/opinions

- Ideas, points of view and opinions must be viewed as one notion and are the same for assessment purposes.
- To score 4+ for Content there must be at least **two** opinions/points of view/ideas expressed.
- To score 10+ for Content, at least **two** opinions must be expressed **and explained / justified**. At a basic level, explanation of an opinion is most likely to consist of a statement of the opinion followed by *weil...*, but more able students may find more subtle ways of justifying their opinions. For example, the explanation may come before the opinion (see below).

Information/Opinions – Examples

13-15 marks	Detailed response – almost all information developed . A number (at least two) opinions expressed and explained in some detail.	<i>York ist eine schöne, historische Stadt in Nordengland. Ich wohne gern hier, da es viel zu tun und viel zu sehen gibt. Um York wirklich zu geniessen, muss man ein Interesse an Kultur und Geschichte haben aber für junge Leute gibt es auch viele andere Unterhaltungsmöglichkeiten, obwohl sie manchmal teuer sein können. Wenn ich es mir leisten kann, gehe ich mit Freunden ins Kino in York, weil ich Filmkunst besonders liebe.</i>
10-12 marks	A lot of information- generally developed . At least two opinions expressed and explained .	<i>York ist eine schöne, historische Stadt in Nordengland. Ich wohne gern hier, da es viel zu tun gibt. York ist immer interessant, weil Kultur und Geschichte überall zu finden sind. Es gefällt mir auch, dass ich leicht ins Kino, ins Theater oder in die Kneipe gehen kann, obwohl das teuer ist. Ich gehe besonders gern in die Kneipe in York, weil ich dann immer Spaß mit meinen Freunden habe.</i>
7-9 marks	Quite a lot of information. At least two opinions. Some development of information and opinions.	<i>Ich wohne gern in York. Die Stadt ist schön und interessant und es gibt viel zu tun. Ich gehe gern mit meinen Freunden ins Kino im Stadtzentrum. Ich mag Horrorfilme am liebsten.</i>
4-6 marks	Limited response – some information – some development . At least two basic opinions expressed	<i>Ich wohne in York. York ist gut und interessant. Ich mag York. Ich mag ins Kino gehen.</i>
1-3 marks	Very limited – little information. Few or no basic opinions	<i>Ich wohne in York. York ist in England.</i>
0 marks	No relevant information communicated.	<i>York is grub. Leeds was better.</i>

iv) Clarity of expression In order to gain a mark of 7+ for Content, there is a requirement that information, opinions and development of points be conveyed **clearly**. The following are the factors most likely to affect clarity of expression:

- incorrect choice of vocabulary/dictionary errors (eg *was* for *war*, *grub* for *groß*, *Fete* for *tun*, etc)
- gross grammatical errors which hinder communication. Errors with verb endings, particularly the wrong person of the verb, are particularly important here.
- omissions of words, phrases or whole sentences. These generally occur where the student has attempted to learn by heart a draft version of the task and remembered it imperfectly so that the sense of the sentence or paragraph is impaired.
- (occasionally) gross errors of punctuation

v) **Organisation** For the top Content band there is a requirement that the piece should have a **well organised structure**. Pieces scoring in the bottom band may have **no real structure**. Note the following points:

- A well organised structure means a sound ordering of ideas but not necessarily a formal essay structure with an introduction, conclusion, etc.
- Students are, however, required to produce a continuous piece of writing rather than a series of answers to the bullet points on the task sheet. A piece which cannot be fully understood without reference to the task sheet is unlikely to demonstrate a well organised structure.
- In the vast majority of cases, the requirement for a piece placed in the top band for Content to have a well organised structure will not be an issue. It will be other factors which determine whether it scores in the top band and many pieces placed in lower bands will also be well organised.

13-15 marks	Well organised structure	<i>In den Ferien fahre ich normalerweise im August mit meiner Familie nach Mallorca. Wir verbringen zwei Wochen da in einem Ferienhaus am Strand. Trotzdem haben wir uns letztes Jahr entschieden nach Frankreich zu fahren und wir haben in einem Hotel gewohnt.</i>
10-12 marks (and below)	(Structure less well organised – can only be fully understood by reference to the task sheet)	<i>In den Ferien fahre ich normalerweise im August mit meiner Familie nach Mallorca. Wir verbringen zwei Wochen da in einem Ferienhaus am Strand. Wir sind nach Frankreich gefahren und haben in einem Hotel gewohnt.</i>
1-3 marks	No real structure	<i>Ich fahre nach Mallorca. Wir sind nach Frankreich gefahren. Ich fahre mit meiner Familie. Ich war in einem Hotel.</i>

CONTENT – SUMMARY

- **Content not fully relevant** Examiners will not award a mark above 12
- **Structure obviously not well organised** Examiners will not award a mark above 12
- **Fewer than 2 opinions explained** Examiners will not award a mark above 9
- **Only one opinion or no opinions expressed** Examiners will not award a mark above 3
- **Deciding on a mark within the Content band** If the descriptor fits the piece exactly examiners will award the middle mark in the band. If there is strong evidence of the descriptors and/or examiners considered the band above, then examiners will award the highest of the three marks; if there is only just enough evidence and/or examiners considered the band below, then examiners will award the lowest mark. In the top (Very Good) band, a performance which matches the descriptor **exactly** will be awarded the middle mark of 14; the top mark (15) **comfortably** fulfils all of the criteria and *may* even go beyond them.

	Relevance	Information conveyed	Opinions expressed / explained	Clarity of expression	Organisation
Very Good 13-15 marks	Fully relevant	Detailed response – almost all information developed	A number (at least two) opinions expressed and explained in some detail.	Almost all information conveyed clearly	Well organised structure
Good 10-12 marks	Mainly relevant	A lot of information - generally developed	At least two opinions expressed and explained	A lot of information conveyed clearly	(Structure less well organised – can only be fully understood by reference to the task sheet)
Sufficient 7-9 marks	Generally relevant	Quite a lot of info - some development	At least two opinions. Some development of opinions.	Some information conveyed clearly	
Limited 4-6 marks	Some relevant information	Limited response- some information – some development	At least two basic opinions expressed	Clarity of expression generally a problem	
Poor 1-3 marks	Little relevant information	Very limited - little information	Few or no basic opinions expressed		No real structure
0 marks	No relevant information communicated in a coherent fashion				

(b) RANGE OF LANGUAGE

GENERAL OVERVIEW

9-10 marks

- A variety of **tenses** must be used **successfully**. This means two or more tenses and a minimum of one instance of a tense use which is other than the default tense used. The tenses could come from the same time frame (for example the perfect and the imperfect) but a greater range of tenses will add to the complexity of the language used. An overall judgement needs to be made as to whether “verb tenses are used successfully.” There needs to be evidence that the student can communicate messages successfully in more than one tense. There may be minor spelling errors and occasional word order errors but provided they do not prevent communication they can be credited.
- The use of different tenses is not a ‘passport’ to the 9-10 band.
- There must be evidence of **successful use of complex sentences**. This could be:
 - use of coordinating conjunctions, especially *denn, sondern*
 - use of subordinating conjunctions
 - use of subordinating conjunctions combined with coordinating conjunctions (eg: *obwohl....wenn ...weil ... und*)
 - use of adverbial conjunctions (eg: *also, daher, deshalb, außerdem, trotzdem*)
 - use of correlative conjunctions (eg: *entweder....oder, weder.... noch*)
 - use of relative clauses
 - use of infinitive constructions (eg: with modal verbs, *um...zu*, etc)
 - use of different tenses, especially in a single sentence

- use of reflexive, separable and inseparable verbs (possibly in different tenses)
- use of (mainly) correct word order in all the above
- use of imperfect subjunctive (*möchte, hätte, wäre, könnte*)
- good adverbial constructions (eg: *gestern mit dem Auto dorthin*)

However, this is GCSE so even in the highest mark band examiners are not necessarily looking for use of the subjunctive or similar grammatical structures.

- There needs to be a **wide range of vocabulary**. This means that students will not be too repetitive in the words they use.

7-8 marks

- **Mainly successful** use of complex sentences. The note above about what constitutes complexity for the 9-10 band will also apply here.
- No specific requirement to use more than one tense but the use of different tenses may constitute evidence of 'more complex sentences.'
- There must be a **good range** of vocabulary, so students in this band will again be trying to avoid repetition of the more common words.

5-6 marks

- There will be some attempts made at longer sentences using appropriate linking words. At this level this will often mean repeated dependence on simple connectives such as 'and' / 'but', though 'because' will also be found fairly frequently when students attempt to explain ideas and points of view. Use of other forms of complex sentences will often not be wholly successful.
- There should be **some variety** of vocabulary, though students will generally be using a more basic range of vocabulary than in the higher bands and there may be more repetition.

3-4 marks

- Language will be basic, with **short, simple sentences**. Attempts at longer sentences and more difficult constructions will usually not be successful.
- Vocabulary will generally be appropriate to the basic needs of the task but will be **limited**, with a lot of repetition and overuse of a few common verbs such as *to be, to have, to like, to go*.

1-2 marks

- Little understanding of language structure shown with just the occasional short phrase which is correctly used.
- Vocabulary will be very **basic**, with only isolated words correctly used. Vocabulary will often be anglicised.

DETAILED CONSIDERATION OF ISSUES

i) Variety of vocabulary Consider particularly:

- use of synonyms, eg *angenehm, fabelhaft, spitze* rather than *gut/sehr gut, halten für* rather than *meinen, dass, vorziehen* + infinitive rather than *lieber mögen*.
- use of 'Higher Tier'/more sophisticated vocabulary – though this may vary somewhat from centre to centre depending on course books used, etc.
- dictionary use – frequent poor dictionary use is likely to have a limiting effect on the mark available

ii) Variety of structures Consider:

- good (and idiomatic) use of prepositions eg: *vor einem Jahr* , *auf dem Lande*
- reflexive, separable and inseparable verbs
- infinitive constructions, eg: *um Fußball zu spielen*, *es gefällt mir Fußball zu spielen*, *ohne es zu sehen*
- use of relative clauses
- Subordinate clauses introduced by interrogatives, eg: *die Stadt, wo ich wohne*
- use of **different** modal verbs in one piece of work
- use of a **variety** of subordinating conjunctions – not just *weil*
- use of a variety of adverbial conjunctions with inversion of subject and verb
- use of comparative and superlative
- use of complex sentences and a range of tenses (v below)
- idiomatic use of language; for example a native speaker may use a limited range of connectives but use idiomatic language throughout.

iii) Use of complex/longer sentences Consider:

- use of several subordinate clauses linked together with main clauses
- use of *wäre, hätte, könnte, sollte* linked with *würde* + infinitive in *wenn* clauses
- use of relative clauses.

iv) Use of tenses

- To score 9 or 10 marks for Range of Language a variety of **tenses** must be used **successfully**. This means two or more tenses and a minimum of one instance of a tense use which is other than the default tense used. The tenses could come from the same time frame (for example the perfect and the imperfect). A greater range of tenses will add to the complexity of the language used.

An overall judgement needs to be made as to whether “verb tenses are used *successfully*.” There needs to be evidence that the student can communicate messages successfully in more than one tense. There may be minor spelling errors but provided they do not prevent communication they can be credited.

- A construction using the present tense to refer to the future counts as the present tense.
- A construction using the present tense to refer to the past counts as the present tense, eg: *ich wohne seit drei Jahren hier*.
- The present subjunctive does not count as a separate tense from the present indicative.
- The passive voice is not required for active use in this specification but should be credited if used.
- The use of different tenses is not a ‘passport’ to the 9-10 band.
- Below the 9-10 band, use of a range of tenses is a factor to take into consideration when judging use of a variety of structures/complex language.

RANGE OF LANGUAGE – SUMMARY

- **Only one tense used** Examiners do not award a mark above 8
- **Only one or no longer/complex sentences** Examiners do not award a mark above 4
- **The Range of Language mark must not be more than one band higher than the mark awarded for Content.**

	Variety of vocabulary	Variety of structures	Use of complex / longer sentences	Use of tenses
9-10 marks	Wide variety of vocabulary. Avoidance of repetition. Use of 'Higher Tier'/more sophisticated vocabulary	Wide variety of structures used successfully	Successful use of complex sentences – handled with confidence to produce a fluent piece of coherent language	At least two tenses used successfully
7-8 marks	Good variety of vocabulary – some attempts to avoid repetition	Good variety of structures used with some success, enabling the student to communicate with some degree of precision.	Mostly successful use of complex sentences	No requirement to use more than one tense, but, when used, a range of tenses can be considered under variety of structures
5-6 marks	Some variety of vocabulary but repetition of some common words	Some variety of structures, though more difficult structures may not always be used successfully	At least two attempts at longer sentences using appropriate linking words (eg <i>und, aber, weil</i>)	
3-4 marks	Limited vocabulary but appropriate to the basic needs of the task. A lot of repetition. Overuse of common words such as <i>ist, habe, es gibt, gut</i> . There may be poor dictionary use.	Basic language using simple structures which are rarely linked. Attempts at difficult constructions will often be unsuccessful	Sentences mainly short and simple. Attempts at longer sentences may be flawed	
1-2 marks	Very limited vocabulary, often anglicised or containing many cognates. Incorrect use of some words. Sometimes, only isolated words used correctly.	Little understanding of language structure. An occasional short phrase or sentence may be correctly used.		
0 marks	No language produced which is worthy of credit			

Examples

9-10 marks	<i>Als ich letztes Jahr mit meiner Familie in Mallorca war, bin ich fast jeden Tag auf den Strand gegangen, wo ich mich gesonnt habe, weil ich auf Urlaub faul sein möchte. Wir haben auch zwei schöne Ausflüge gemacht. Was mir besonders gefiel, war der Besuch in Palma, da ich gut einkaufen konnte. Wenn ich sehr viel Geld hätte, würde ich ein Ferienhaus in Mallorca kaufen, damit ich regelmäßig dahin fahren könnte.</i>
7-8 marks	<i>Als ich letztes Jahr mit meiner Familie in Mallorca war, bin ich fast jeden Tag auf den Strand gegangen. Ich habe mich gesonnt, weil ich auf Urlaub faul sein möchte. Wir haben auch zwei Ausflüge gemacht. Am besten war der Besuch in Palma, da ich gut einkaufen konnte. Ich muss mein Geld sparen, um wieder nach Mallorca zu fahren.</i>
5-6 marks	<i>Ich war letztes Jahr in Mallorca und ich war oft auf dem Strand. Ich mag in der Sonne liegen aber ich war auch in Palma und ich habe Souvenirs gekauft. Ich möchte wieder gehen.</i>
3-4 marks	<i>Letztes Jahr ich gehe zu Mallorca. Der Strand ist gut. Die Sonne ist gut. Palma ist gut und ich Souvenirs kaufen. Ich zurück gehst.</i>
1-2 marks	<i>Ich flug zu Mallorca. Strand was gut. Sonne is super. Palma was super. Ich gekauft Souvenirs. Ich zurücke.</i>
0 marks	<i>Mjorca is gud. Sonn shins every day. Parma is da.</i>

(c) ACCURACY

GENERAL OVERVIEW

NB. Range of tenses is assessed under RANGE OF LANGUAGE. The range of tenses is not considered when assessing Accuracy.

5 marks

- **Largely accurate.**
- Major errors only usually appear in complex structures.
- There may be some minor errors (eg gender).
- Verbs and tenses are **secure**.

4 marks

- Errors occur but the piece is **generally accurate**. Mistakes made will not generally impede communication.
- Verbs and tenses are **usually correct**.

3 marks

- **More accurate than inaccurate**, though there will often be fairly frequent errors.
- The intended **meaning is clear**.
- Verbs and tenses are **sometimes unsuccessful**.

2 marks

- **Many errors.**
- Mistakes **often impede communication.**
- Verbs are **rarely accurate.**

1 mark

- **Frequent errors.**
- Mistakes **regularly impede communication.**
- **Limited understanding** of basic linguistic structures.

DETAILED CONSIDERATION OF ISSUES

- There are only 5 marks available to cover the whole range of ability (ie 8 grades). Each mark will therefore cover a relatively wide range of performance and a mark of 5 will represent more than an A* performance.
- The mark awarded for Accuracy must not be more than one band higher than the mark awarded for Content.
- Examiners are not over-influenced by the standard of accuracy in the last part of a piece – this will probably be the most inaccurate bit. If in doubt, they re-read the whole piece.
- A repeated major error (ie one where communication is impeded) should be considered each time it occurs. Repeated minor errors will incur no further penalty after the first occurrence.

		Major errors	Minor errors	Verbs/tenses
5 marks	Largely accurate	Hardly any, usually only in attempts at more complex sentences	A few (eg mistakes of gender, minor spelling mistakes)	Secure
4 marks	Generally accurate	A few, usually only in attempts at more complex sentences	Some	Mostly correct
3 marks	More accurate than inaccurate	Some gross errors but the intended meaning is clear	Fairly frequent	Sometimes correct
2 marks	Many errors	Many – communication is often impeded	Many errors – most sentences contain mistakes	Rarely correct
1 mark	Frequent errors	Frequent – errors regularly impede communication	Frequent – Limited understanding of basic linguistic structures	Limited understanding
0 marks	No language produced which is worthy of credit Little, if any understanding of the most basic linguistic structures			

Examples

5 marks	<i>Die Schule war ein Gymnasium und die erste Stunde hat um halb acht begonnen. Ich finde das war früh. Die pause war um halb elf. Ich finde dass das in Ordnung war. Am mittag habe ich bei meinem Austauschpartner zu hause gegessen und am Freitag habe ich eine AG gemacht für eine Stunde.</i>
4 marks	<i>Wir durften um zwei Uhr nach Hause gehen, weil die Schule dann aus war. Ich habe mittags bei meinem Austauschpartner gegessen. Es war schön. Ich musste kein AGs gemacht aber ich habe golf mit meinem Austauschpartner gespielt.</i>
3 marks	<i>Ich versuche überrenden mein Freundes zu mull trennen und recyceln altpapier. Ich hoffe werdst du machen mein Beispiel und werdst du Energie sparen. Wir haben die welt verletzen aber wir können befestigen die welt.</i>
2 marks	<i>Ich versuche überrenden mein Freundes zu mull trennen. Ich hoffen du gemachtest mein Biespeil und gerettest Energie. Wir bin können befestigen die welt.</i>
1 mark	<i>Ich besuchen überrenden freunds zu mull. Bist du hoffen mein Exemplar is gut. Wie musst rettet das planet.</i>
0 marks	<i>schinken gut with frends ablehnen. Wie can zervalatwurst das weltbank.</i>

An example of the Evidence Checker used by the examiners is reproduced overleaf for information.

GCSE German Writing Evidence checker

Centre No:				Candidate Name:			
Candidate No:				Task:			
Marks	CONTENT CRITERIA			√ ? X	Illustrations of complexity: check for Range of Language: tick as you meet; add others.	√ ? X	
13-15	Fully relevant				Tenses: present/perfect/imperfect/pluperfect/future/conditional		
	Detailed response						
	All information conveyed clearly				Coordinating conjunctions: und, aber, oder, denn, sondern		
	Ideas/opinions/ points of view (minimum of 2)						
	Explained (at least twice)						
Well organised structure							
10-12	Mostly relevant				Subordinating conjunctions: eg: weil, dass, wenn, als, während, obwohl, bevor, da		
	A lot of information conveyed clearly						
	Ideas/opinions/points of view (minimum of 2)				Adverbial conjunctions: eg: so, also, deshalb, trotzdem		
	Explained (at least twice)						
7-9	Generally relevant				Infinitive constructions: eg: with modal verbs; um.....zu; zu + inf		
	Quite a lot of information conveyed clearly						
	Ideas/opinions/points of view (minimum of 2)						
	Developed						
4-6	Limited				Relative clauses		
	but some relevant information conveyed						
	Simple opinions (minimum of 2)				Subjunctive: eg: möchte, hätte, wäre		
	Some development of basic ideas						
1-3	Very limited				Adverbial constructions requiring inversion of subject and verb and/or time, manner, place word order		
	Little relevant information conveyed						
	No real structure						
0	No relevant information conveyed				Other		

Marks	RANGE OF LANGUAGE CRITERIA	√ ? X
9-10	Wide variety of vocabulary and structure	
	More complex sentences used with confidence	
	Successful use of different tenses	
7-8	Good variety of vocabulary and structure	
	More complex sentences attempted - mostly successful	
5-6	Some variety of vocabulary and structure	
	Some attempts at longer sentences	
	With some appropriate linking words – sometimes successful	
3-4	Vocabulary appropriate to basic needs	
	Mostly simple structures	
1-2	Inappropriate vocabulary	
	Little understanding of language structure	

Marks	ACCURACY CRITERIA	√ ? X
5	Largely accurate	
	Some errors in complex sentences	
	Verbs/tenses secure	
4	Generally accurate	
	Verbs/tenses usually correct	
3	More accurate than inaccurate	
	Verbs/tenses sometimes unsuccessful	
	Intended meaning clear	
2	Many errors	
	Often impede communication	
	Verbs rarely accurate	
1	Limited understanding of basic linguistic structures	
	Errors impede communication	

CONTENT	/15	Notes
RANGE	/10	
ACCURACY	/5	
TOTAL	/30	
TOTAL (x2)	/60	

Converting Marks into UMS marks

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.