

## *Teacher Resource Bank*

### **GCSE German**

### **Other Guidance**

- Exemplar Material : Controlled Assessment Writing  
Autumn 2011





## **IMPORTANT INFORMATION**

### **TASK PLANNING FORMS (TPF)**

Please note that the version of the TPF used in these materials was the correct one at the time that the pieces of work were produced and submitted for assessment, ie June 2011.

Students starting the course in September 2011 must use the new version of the TPF (version 1.1) which is available to download from the AQA website.

Some of the TPFs used in these materials may be mocked-up, to illustrate points of principle, and may not be the original forms produced by students.

## Contents - GCSE German Writing TRB Autumn 2011

	<b>Pages</b>
<b>Student 1</b>	<b>4</b>
• Candidate Record Form	5
• Task 1	7
• Task Planning Form (Task 1)	8
• Student's Work	10
• Commentary	11
• Task 2	12
• Task Planning Form (Task 2)	13
• Student's Work	15
• Commentary	16
 <b>Student 2</b>	 <b>17</b>
• Candidate Record Form	18
• Task 1	20
• Task Planning Form (Task 1)	21
• Student's Work	23
• Commentary	25
• Task 2	26
• Task Planning Form (Task 2)	27
• Student's Work	29
• Commentary	31
 <b>Student 3</b>	 <b>32</b>
• Candidate Record Form	33
• Student's Work	35
• Commentary	36
• Student's Work	37
• Commentary	38
 <b>Student 4</b>	 <b>39</b>
• Candidate Record Form	40
• Task Planning Form (Task 1)	42
• Student's Work	44
• Commentary	45
• Task Planning Form (Task 2)	46
• Student's Work	48
• Commentary	50

# STUDENT 1

GCSE Modern Foreign Languages  
Unit 4 Writing

Please tick / select the appropriate box

<input type="checkbox"/> Chinese (Mandarin) 46704	<input type="checkbox"/> French 46554	<input checked="" type="checkbox"/> German 46654	<input type="checkbox"/> Italian 46304	<input type="checkbox"/> Spanish 46954	<input type="checkbox"/> Urdu 46454
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Centre number

Centre name

--	--

Candidate's full name

Candidate number

--	--

**Notice to candidate** The work you submit for assessment must be your own. If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified.

Remember, the task titles that you submit for Writing must be different from the task titles that you submit for Speaking.

*To be completed by the candidate*

**Candidate declaration** I have read and understood the above and can confirm that I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

*As part of AQA's commitment to assist students, AQA may make your coursework available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the Internet or other means, for the purpose of indicating a typical mark or for other educational purposes. In the unlikely event that your coursework is made available for the purposes stated above, you may object to this at any time and we will remove the work on reasonable notice. If you have any concerns, please contact AQA.*

--

Date 5.5.11

**Teacher declaration** I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

JFC
-----

Date April 2011

*This form should be attached to the candidate's work and sent to the examiner.*

*To be completed by the teacher*

I confirm that I have submitted a copy of both tasks with the candidate's work.



Was a Task Planning Form used for Task 1? YES / NO \*

(if YES, it must be submitted with the candidate's work)

Was a Task Planning Form used for Task 2? YES / NO \*

(if YES, it must be submitted with the candidate's work)

(\* delete as applicable)

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Dr Michael Cresswell, Director General.

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# CPD GCSE German Writing Controlled Assessment Task

## Writing Task

**Context:** Lifestyle

**Purpose:** Raising money for charity

You are writing an article about a recent fundraising event that you and some of your friends undertook for a charity which fights discrimination. The article will be placed on your school's website as a link for your partner school.

You could include:

- Why this form of discrimination is an important topic
- What charity organisation you chose and why
- How many people were involved and what fundraising activity/activities you undertook
- How you feel about having raised the amount of money
- What the reaction of the charity organisation was
- Whether you would do the same or something similar again in the future / how the charity plans to spend the money raised



## GCSE Modern Foreign Languages

Please tick / select the appropriate boxes

Unit 3 Speaking

Unit 4 Writing

French  
(46553 / 46554)

German  
(46653 / 46654)

Spanish  
(46953 / 46954)

Centre number

Centre name

\_\_\_\_\_

\_\_\_\_\_

Candidate's full name

Candidate number

\_\_\_\_\_

If you want to prepare a plan for your Unit 3 Speaking task or Unit 4 Writing task, you must use this form, so that your teacher can give you some feedback before you produce your final version. Your teacher can only give you feedback on your plan, he/she cannot give you feedback on your draft or the final version.

### Teacher comments on the plan

This section should be completed by the teacher/assessor. The form should then be returned to the candidate, who should ensure that it is submitted with the completed piece of work and handed in to the teacher/assessor.

### Please tick / select the relevant box(es)

Make sure that what you say / write\* fits the title.

Make sure that you have covered the task fully.

Remove the conjugated verbs / complete sentences / codes\* from the plan.

Your plan is too short / long\* (40 words maximum).

\* delete as applicable

**Further feedback** (if not covered by the boxes above). Please note this must be restricted to the extent to which the candidate is meeting the requirements of the task and must not include comments on the actual language used.

**Teacher declaration** I confirm that the candidate's plan was written by the candidate. Any feedback which I have given on the plan has been restricted to the comments which I have written on this form.

\_\_\_\_\_

Signature

Date April 2011



Candidate's full name

Candidate number

To be completed by the candidate

- Do not write more than 40 words in total. You must not use conjugated verbs or complete sentences.
- We would advise you to write in the target language, but you can write in English if you prefer. Do not use any codes. You can include drawings and diagrams.
- You can only produce one plan per task and you must prepare this on your own.

Task title

Raising money for charity

Plan (40 words maximum)

Jahrmarkt  
 wohltätigkeitsvereine - charity  
 because  
 racism = bad in milleniums

Bham: bts auslandern  
 Increase knowledge  
 Teach children  
 Hostels

Nächste Woche: Prozent Raucher @ Bham: ✓/X?

Thankful  
 Quote:  
 Lots of 27th Heaven  
 Pleasure  
 surprised

Bham based  
 arbiter für Rassengleichheit  
 Staatliche Finanzierung = X  
 Need  
 kids: gutes Beispiel  
 by me

Number of words used

40

**Candidate declaration** I confirm that I have prepared the above plan myself and that the only feedback I have received is my teacher's comments on this form.

nature

Date

6.7.16

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5.7.10

CPD GCSE German Writing controlled assessment task Writing task 2

Context: Lifestyle

Purpose: Raising money for charity

10 Letzte Wochenende, vier Kinder ein Jahrmakett abgehalten, so sie kann  
 7 • Geld für ein neues Rassismuss Wohltätigkeitsverein bekommen. Sie hat  
 9 diese Wohltätigkeitsvereine gehilft, weil Rassismuss ist ein groß  
 10 Problem und diese Wohltätigkeitsvereine ist sehr gut für erhalten Rassismuss.  
 10 Die Name von diese neues Wohltätigkeitsvereine ist 'Prima für Alles'.

11 Rassismuss ist ein groß Problem aus Birmingham. Es ist ein Problem  
 7 weil viele Personen aus Birmingham sind Ausländer. ~~Das ist ein Problem~~  
 11 ~~das ist ein Problem~~ Mit das Geld, 'Prima für Alles' wollen Wissen steigen. Sie wollen  
 9 Kinder Rassengleichheit beibringen, und sie wollen ta Herbergen für die  
 3 Rassendiskriminierung leidern bauen.

10 Am Montag, der Wohltätigkeitsvereine 'Freedom für Alles' war zwei tausend  
 12 vier hundert Euro gegeben. D 'Prima für Alles's Besitzer war sehr dankbar für  
 10 das Geld. Ich habe ein Zitat von ein Kind verantwortlich:

11 "Wir sind im ziebtes Himmel mit der sehr hoher Betrag! Es  
 10 ist ein Freude & jemandem helfen! 'Prima für Alles' war überrascht  
 2 bei das Geld!"

8 'Prima für Alles' ist aus ~~Birmingham~~ wohnen in Birmingham. Es  
 10 arbeitet für Rassengleichheit in der West Midlands. 'Prima für Alles'  
 9 bekommt keine Staatliche Finanzierung, also sie müssen viele Geld  
 11 bekommen. Diese vier Kinder sind eine gutes Beispiel für alles Personen  
 10 von der West Midlands. Diese Artikel war von Jordan-Elliott  
 3 Rainssford geschrieben. Wiederholen.

10 Nächste Woche: Drogen und Rauchen aus Birmingham: Gutes oder schlecht?

## **Student 1 Commentary**

### **Task 1 - Raising Money for Charity**

#### **Plan**

This is a logically sequenced aide-memoir mainly in English but including some occasional tricky German items of vocabulary. It may have been the best approach for this student.

#### **Content – 9**

This is a sound response to an interesting and challenging title and the student deserves credit for communicating quite a lot of information clearly. There is some attempt to explain ideas/points of view - *Es ist ein Problem, weil.....* - and some development – *Es ist eine Freude jemandem helfen!* - but the evidence overall is somewhat patchy. Unfortunately, communication breaks down in a number of clauses where inappropriate vocabulary or structure is used. For these reasons, a mark at the top of the 'Sufficient' band is considered appropriate.

#### **Range of Language – 6**

Although there is a good variety of vocabulary, there is limited variety in structure. There are many simple sentences. Longer sentences rely on *und, so, also and weil* and they are the exception. A case cannot be made for a mark in the higher band. The good variety of vocabulary (actually not always successful) rather compensates for the limited variety of structure, leading to a mark of 6 rather than 5.

#### **Accuracy - 3**

Verb forms and structures are often inaccurate but the intended meaning is usually clear.

#### **Total mark - 18/30**

### **Task: Finding a home in a German speaking country**

Your family is moving abroad to a German speaking country and you write to "Mein Neues Leben", a television programme, to ask them to help you to find somewhere to live.

#### ***You could include:***

Why you are writing to this TV show

If you have ever been abroad before

What you did when you went there

What sort of area you want to live in and why

Your ideal accommodation

Your plans after moving

**GCSE Modern Foreign Languages**

Please tick / select the appropriate boxes

**Unit 3 Speaking**

**Unit 4 Writing**

**French**  
(46553 / 46554)

**German**  
(46653 / 46654)

**Spanish**  
(46953 / 46954)

Centre number

Centre name

\_\_\_\_\_

\_\_\_\_\_

Candidate's full name

Candidate number

\_\_\_\_\_

\_\_\_\_\_

If you want to prepare a plan for your Unit 3 Speaking task or Unit 4 Writing task, you must use this form, so that your teacher can give you some feedback before you produce your final version. Your teacher can only give you feedback on your plan, he/she cannot give you feedback on your draft or the final version.

*Teacher comments on the plan*

This section should be completed by the teacher/assessor. The form should then be returned to the candidate, who should ensure that it is submitted with the completed piece of work and handed in to the teacher/assessor.

**Please tick / select the relevant box(es)**

Make sure that what you say / write\* fits the title.

Make sure that you have covered the task fully.

Remove the conjugated verbs / complete sentences / codes\* from the plan.

Your plan is too short / long\* (40 words maximum).

\* delete as applicable

**Further feedback** (if not covered by the boxes above). Please note this must be restricted to the extent to which the candidate is meeting the requirements of the task and must not include comments on the actual language used.

**Teacher declaration** I confirm that the candidate's plan was written by the candidate. Any feedback which I have given on the plan has been restricted to the comments which I have written on this form.

Date 1.2.10

Candidate's full name

Candidate number

To be completed by the candidate

- Do not write more than 40 words in total. You must not use conjugated verbs or complete sentences.
- We would advise you to write in the target language, but you can write in English if you prefer. Do not use any codes. You can include drawings and diagrams.
- You can only produce one plan per task and you must prepare this on your own.

Task title

Finding a home abroad

Plan (40 words maximum) Autobahn Neuburg near

① scenery change  
prefer  
 X: Criminals,   
 ✓: ! but   
 ✓: , , , , , vanshell  
run

② Australia  
south of  
mid-~~mass~~   
central desert  
Britain

③ every day  
biggest race track   
 10:00

because sportier

⑤ big garden  
 +   
An M for walking  
An for driving

⑥ bungalows Corvette R8 Viper DB9

Number of words used **36**

**Candidate declaration** I confirm that I have prepared the above plan myself and that the only feedback I have received is my teacher's comments on this form.

Date 1.2.10

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Findung a home abroad

11 Ich gehe im Ausland weil ich möchte ein Änderung aus Landschaft.  
 10 Ich mag Deutschland lieber als England. England hat Drogen und Verbrecher.  
 14 Das ist nicht gut. Das einzige gute Ding was über England ist die Filme, und  
 12 die Filme ist im Internet. Aber, Deutschland hat der Autobahn und der  
 11 Nurburgring, wie Audi und Volkswagen und BMW und Vauxhall. Diese ist  
 15 sehr, sehr gut. Auch, ich bin auf der Flucht an die Polizei. Mein Lieblingsland  
 11 ist Australien. Australien ist Nordwesten am Neuseeland. Es hat schon berühmt  
 9 Tiere, beispiel Kängurus und Koalas. ~~Australien~~ Australien ist größer als  
 9 Großbritannien. Zentralaustralien ist ein große Wüste. Wann ich habe  
 11 Deutschland am mein Urlaub gegangen, war ich am Nurburgring jeden Tag.  
 10 Der Nurburgring ist der größten Rennbahn in Europa. Sabine Schmitt  
 13 kann fahre es in zehn Minuten, in einer Lieferwagen! Sie wohnt in das  
 13 Dorf am Nurburg, in der Nähe von der Nurburgring. Auch, am mein Urlaub,  
 10 ~~Ach~~ ich habe Sauerkraut gegessen. Wann ich Deutschland gehe, ~~ich~~ ich möchte  
 14 wohnen im Landschaft. Der Stadt ist sehr laut. Das ist nicht so gut, aber  
 13 die Landschaft ist sehr leise. Das ist gut für Autolärmen. Mein Haus werde  
 15 in der Nähe von der Autobahn, weil ich werde ein Sportsauto habe. In Deutschland  
 12 mein Haus werde ein große Einfamilienhaus sein. Es werde ein große Garten  
 14 mit Blumen und Bäume habe. Es werde in der Nähe von Berge für wandern  
 19 und der Autobahn für fahren sein. Wann ich habe ein Haus in Deutschland, ich  
 15 werde vier Autos kaufen. Ich werde eine Corvette, eine Audi R8, eine Dodge Viper  
 6 und eine Aston Martin DB9 kaufen.

259 words

## Student 1 Commentary

### Task 2: Finding a Home Abroad

#### The Plan

The student uses a combination of pictures and mainly English vocabulary to remind himself of the planned content. It should be noted that pictures will not be allowed in future years.

#### Content - 9

In relation to the title, the content appears somewhat haphazard and disorganised. In fact, the student is following the bullet points one by one and they lead to a blurred response to the title and one which is not more than generally relevant. Ideas and points of view are presented with some evidence of development. **Quite** a lot rather than **a lot** of information is conveyed clearly.

#### Range of Language - 6

There are many simple sentences. More complex sentences are attempted, often incorrectly with *wann*, but reading sympathetically, they can be understood. *Weil* clauses are rather more successful. The variety of vocabulary is really quite good. Comparatives are managed quite well. However, the criteria for the 7-8 band (complex sentences attempted and mostly successful) are not met.

#### Accuracy - 3

Despite inaccuracies, the intended meaning is usually clear.

#### Total mark - 18/30



# STUDENT 2

**GCSE Modern Foreign Languages  
Unit 4 Writing**

Please tick / select the appropriate box

Chinese  
(Mandarin)  
46704

French  
46554

German  
46654

Italian  
46304

Spanish  
46954

Urdu  
46454

Centre number

Centre name

\_\_\_\_\_

\_\_\_\_\_

Candidate's full name

Candidate number

\_\_\_\_\_

\_\_\_\_\_

**Notice to candidate** The work you submit for assessment must be your own. If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified.

**Remember, the task titles that you submit for Writing must be different from the task titles that you submit for Speaking.**

*To be completed by the candidate*

**Candidate declaration** I have read and understood the above and can confirm that I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

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\_\_\_\_\_

Date 22/3/11

**Teacher declaration** I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

\_\_\_\_\_

Date 22 3 11

*This form should be attached to the candidate's work and sent to the examiner.*



*To be completed by the teacher*

I confirm that I have submitted a copy of both tasks with the candidate's work.



Was a Task Planning Form used for Task 1? YES / ~~NO~~\*

(if YES, it must be submitted with the candidate's work)

Was a Task Planning Form used for Task 2? YES / NO \*

(if YES, it must be submitted with the candidate's work)

(\* delete as applicable)

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Dr Michael Cresswell, Director General  
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## GCSE Controlled Test GH

Context: Leisure + Home and Local Area

Task: Contributing to your German partner school's survey on holidays

The pupils at your German partner school are conducting a survey on what young people do and think about holidays both at home and abroad. They have sent out a request for information and views.

Write about 250-300 words

You could :

- Include information about the school holidays you get at your school and what you normally do in them.
- Describe your views on school holidays and their importance.
- Write about what there is to do in Manchester
- Describe a past holiday away from home which you have enjoyed and explain why you liked it so much.
- Compare this holiday to an other or others you have had.
- Describe your plans for next year's holiday and explain why you are looking forward to it
- Describe your ideal holiday.

**GCSE Modern Foreign Languages**

Please tick / select the appropriate boxes

 **Unit 3 Speaking** **Unit 4 Writing** **French**  
**(46553 / 46554)** **German**  
**(46653 / 46654)** **Spanish**  
**(46953 / 46954)**

Centre number

Centre name

\_\_\_\_\_

\_\_\_\_\_

Candidate's full name

Candidate number

\_\_\_\_\_

\_\_\_\_\_

If you want to prepare a plan for your Unit 3 Speaking task or Unit 4 Writing task, you must use this form, so that your teacher can give you some feedback before you produce your final version. Your teacher can only give you feedback on your plan, he/she cannot give you feedback on your draft or the final version.

*Teacher comments on the plan*

This section should be completed by the teacher/assessor. The form should then be returned to the candidate, who should ensure that it is submitted with the completed piece of work and handed in to the teacher/assessor.

Please tick / select the relevant box(es)

Make sure that what you say / write\* fits the title.

Make sure that you have covered the task fully.

Remove the conjugated verbs / complete sentences / codes\* from the plan.

Your plan is too short / long\* (40 words maximum).

\* delete as applicable

**Further feedback** (if not covered by the boxes above). Please note this must be restricted to the extent to which the candidate is meeting the requirements of the task and must not include comments on the actual language used.

**Teacher declaration** I confirm that the candidate's plan was written by the candidate. Any feedback which I have given on the plan has been restricted to the comments which I have written on this form.

Date

6 / 11

Candidate's full name

Candidate number

To be completed by the candidate

- Do not write more than 40 words in total. You must not use conjugated verbs or complete sentences.
- We would advise you to write in the target language, but you can write in English if you prefer. Do not use any codes. You can include drawings and diagrams.
- You can only produce one plan per task and you must prepare this on your own.

Task title Contributing to your German ~~free~~ partner school survey on holidays.

Plan (40 words maximum)

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Anfang<br/>Weihnachten<br/>Ostern<br/>Pfingsten<br/>Zeit.</li> <li>• Müde</li> <li>• fleißig<br/>entspannen.</li> <li>• Österreich<br/>Berge<br/>Schwimmbad.<br/>Verschiedene.</li> <li>• Vorteile<br/>Nachteile<br/>unbequem<br/>Schöner<br/>regnerisch.</li> </ul> | <ul style="list-style-type: none"> <li>• freie</li> <li>• damit</li> <li>• Stadterlaub<br/>sehenswürdigkeiten<br/><del>Attraktionen</del><br/>besuchen<br/>gefährlich<br/>Land<br/>Sonne<br/>Regen<br/>faulenz<br/>schmützig</li> <li>• Fußgängerzonen<br/>Ladenketten<br/>originellen.<br/>Hauptsehenswürdigkeiten.<br/>Rathaus.</li> </ul> | <p>runde<br/>zentralbibliothek-<br/>Wissenschaft-<br/>Reiterad<br/>Meinung.</p> |
|---|--|---|

Number of words used	40
----------------------	----

Candidate declaration I confirm that I have prepared the above plan myself and that the only feedback I have received is my teacher's comments on this form.

[Empty box for signature]

Date 6/1/11

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## Contributing to your German partner's survey on holidays.

Die Schulferien sind acht Wochen in dem Sommer von Anfang Juli bis zum Anfang September. Wir haben eine Woche Urlaub im Oktober <sup>haben wir</sup> und zwei Wochen zu Weihnachten. Wir haben eine Woche Urlaub im Februar ~~und~~ und zwei Wochen zu Ostern und eine Woche zu Pfingsten.

Normalerweise bin ich mit meiner Familie nach Urlaub gehen in dem Sommer. Auch, lesen ich Bücher, höre Musik und sehe fern. Manchmal haben wir Hausaufgabe für die Schulferien aber ich finde dass so langweilig! Ich hasse Hausaufgabe machen in die Schulferien, weil ich keine Zeit für mich habe.

Die Schulferien sind wichtig, weil wir müde sind damit müssen wir relaxen. Wir ~~fleißig~~ haben fleißig für Schule arbeiten ~~es~~ und ~~wir~~ müssen wir in die Schulferien entspannen.

Gibt es sehr Dinge zu machen im Manchester. In der Citygänger-Zonen es gibt sehr Geschäfte. Gibt es Ladenketten und Designer-Geschäfte aber ich kaufe lieber in die Northern Quarter wo man findet kann coole und originellen Geschäfte. Zum Beispiel Appleton's Palace. In die Innenstadt, ich würde sagen die Hauptsehenswürdigkeiten sind der Rathaus, die Museum Urbis, die Wissenschaft Museum, die runde Zentralbibliothek, die Kathedrale, die Kunstgalerie und die Reisenrad. In meine Meinung, die Wissenschaft Museum sind gut für Kinder und die Museum Urbis ist sehr interessant. Auch, ist die Reisenrad Spaß.

Letztes Jahr ~~nach~~ <sup>bin</sup> ich mit meiner Familie ~~nach~~ <sup>nach</sup> Österreich ~~gegangen~~ <sup>gegangen</sup>. Das Hotel war in den Bergen ~~es~~ so die Sicht war sehr gut. Das Hotel war gut, weil es einen Schwimmbad hatte und meine Bruder und ich jeden Tag schwimmen gegangen. Ich liebe die Wurst und Apfelkuchen aber man ~~can~~ <sup>can</sup> viel verschiedene in Österreich essen.

Ich habe nach Italien mit meiner Familie gegangen. Die Vorteile von Italien ist dass immer im Sommer heiß ist aber die Nachteile

ist dass es zu heiß werden kann und ich finde dass unbequem. In Österreich Die Vorteile von Österreich ist dass es gibt mehr Dinge zu machen für alle die Familie und das Essen ist schöner ist aber die Nachteile ist dass es manchmal Regen sein kann.

Nächstes Jahr bin ich mit meiner Familie <sup>nach</sup> Cornwall werden fahren. Ich freue mich auf ~~Goa~~ Cornwall, weil wir zu die Strand werden gehen. Ich will, das Wetter heißen sein damit kann ich ~~die~~ Jeden Tag die Strand gehen.

Mein idealer Urlaub ist einen Stadturlaub, weil man sehr Sehenswürdigkeiten sehen kann und es ist sehr interessant. Für meine idealer Urlaub möchte ich nach ~~Amerika~~ America fahren, weil ich immer in Europa geblieben. Ich möchte nach New York fahren, weil ich will einkaufen zu gehen und die Statue von Liberty zu besuchen. Aber die Nachteile ist dass es kann teuer und gefährlich sein. Ich ~~würde~~ <sup>möchte</sup> auch eine Strandurlaub fahren, ~~in~~ in einem heißen Land, weil es sehr relaxen ist.

Man kann in der Sonne liegen und am Strand faulern aber manchmal die Strand kann schmutzig sein.

460 words.



## **Student 2 Commentary**

### **Task 1 - Contributing to your German partner's survey on holidays**

#### **Plan**

The plan consists of list of useful vocabulary. It contains one conjugated verb – *freue* – and the clause or clauses where this appears will have to be discounted. In fact, this makes very little difference to the overall assessment.

#### **Content - 13**

The title and the bullet points mix up discussion of school holidays, family holidays and Manchester as a tourist destination and in this context, taking a generous view, it is difficult to argue that the response is not fully relevant; however, the 'scattergun' approach to task design is not ideal and tends to lead to a rather unfocussed response, as here. Ideas and points of view are expressed and explained and a good deal of detail is conveyed but the weak focus means access to the Very Good band is marginal.

#### **Range of Language - 7**

There is a good rather than a wide variety of vocabulary and structure. More complex structures are certainly not handled with confidence; so the choice is between 7 and 8. Some more complex structures and different tenses are less than successful; others work well but on balance the evidence points towards 7 rather than 8.

#### **Accuracy - 3**

This is a marginal decision between 3 and 4. There are instances of good, accurate German but they contrast with some problems with word order, occasional omissions and with verb agreements. The accumulation of the latter leads us away from describing the piece as 'largely accurate'.

#### **Total mark - 23/30**

### Written Task for GCSE

#### **Task: A Description of a typical English School**

Your pen-friend has asked you to write an article for her school magazine about a typical English school and your opinions about it. You could mention the following things:

##### **A description of you school**

- An introduction with name and location
- Size and type of school, age range
- Age and facilities
- What you think of the school

##### **Your school routine**

- How people get to school
- Number of lessons and they school day
- What there is to do at break and lunchtime

##### **Your subjects**

- What you chose to do for your options
- You favourites and least favourites
- What you feel about exams in your school

##### **Extra-curricular activities**

- Mention the extra-curricular activities that your school offers
- Say what you do/have taken part in
- Say what you would like to take part in
- Discuss the importance of extra-curricular activities

##### **School rules**

- Uniform
- Behaviour
- Appearance

##### **Problems in your school**

- Causes of stress
- Social problems

##### **Things you would change**

- You could include your uniform
- your teachers
- or your canteen

##### **Post 16-options**

- Say what you will do after 16
- Your plans for work experience

# GCSE Modern Foreign Languages

Please tick / select the appropriate boxes

Unit 3 Speaking

Unit 4 Writing

French  
(46553 / 46554)

German  
(46653 / 46654)

Spanish  
(46953 / 46954)

Centre number

Centre name

Candidate's full name

Candidate number

If you want to prepare a plan for your Unit 3 Speaking task or Unit 4 Writing task, you must use this form, so that your teacher can give you some feedback before you produce your final version. Your teacher can only give you feedback on your plan, he/she cannot give you feedback on your draft or the final version.

### Teacher comments on the plan

This section should be completed by the teacher/assessor. The form should then be returned to the candidate, who should ensure that it is submitted with the completed piece of work and handed in to the teacher/assessor.

### Please tick / select the relevant box(es)

Make sure that what you say / write\* fits the title.

Make sure that you have covered the task fully.

Reproduce the conjugated verbs / complete sentences / codes\* from the plan.

Your plan is too short / long\* (40 words maximum).

delete as applicable

Further feedback (if not covered by the boxes above). Please note this must be restricted to the extent to which the candidate is meeting the requirements of the task and must not include comments on the actual language used.

Teacher declaration I confirm that the candidate's plan was written by the candidate. Any feedback which I have given on the plan has been restricted to the comments which I have written on this form.

Teacher signature

Date

31 1 11

Candidate's full name

Candidate number

to be completed by the candidate

Do not write more than 40 words in total. You must not use conjugated verbs or complete sentences.

We would advise you to write in the target language, but you can write in English if you prefer. Do not use any codes. You can include drawings and diagrams.

You can only produce one plan per task and you must prepare this on your own.

Task title

A Description of a typical English school.

Plan (40 words maximum)

\* Mädchengymnasium  
 Stadtzentrum  
 ungefähr  
 Hallenbad  
 sogar.  
 \* meisten  
 Paar  
 Schüler  
 Fuß.  
 \* Wahlfächer  
  
 Pflichtfächer  
 menschen  
 Vergangenheit  
 schwierig.

\* Schulmannschaft  
 früher  
 Chor  
 Lieder  
 Entspannung  
 \* Kaugummi  
 trotzdem  
 punkthich  
 ankommen  
 spött  
 \* Leistungsdruck  
 fleißig  
 damit  
 besuchen  
 enttäuschen  
 \* Ändern  
 absetzen  
 Freizeitkleidung  
 bequemer

halber  
 unsere  
 \* Oberstufe  
 entweder  
 Prüfungen  
 Berufspraktikum

Number of words used

~~40~~ 39

Candidate declaration I confirm that I have prepared the above plan myself and that the only feedback I have received is my teacher's comments on this form.

Date

02 / 02 / 2011

## Description of a typical English School.

- Meine Schule heißt Es ist  
ein privates Mädchengymnasium nicht weit von der  
Stadtzentrum von Manchester. Es ist sehr groß, weil wir  
ungefähr achthundert Mädchen haben. Die Schülerinnen  
sind von 4 bis 18. Wir haben eine große Bibliothek,  
Sportplätze und sogar ein Hallenbad. Ich mag meine  
Schule, weil ich ~~keine~~ viele Freunde hier habe.
- Um halb acht<sup>x</sup> fahre ich mit dem Schulbus in die  
Schule. ~~Die~~ Die Meistens<sup>x</sup> Schüler fahren mit dem  
Schulbus oder mit dem Auto und ein paar gehen zu  
Fuß. Wir haben sechs Stunden pro<sup>x</sup> Tag. Normalerweise in  
der Mittagspause, gehe ich zu der Kantine<sup>x</sup> mit  
meine Freunde und kaufe ich etwas zu essen.
- Für<sup>x</sup> meine Wahlfächer habe ich Geschichte und Erdkunde  
gewählt und für<sup>x</sup> meinem Pflichtfächer mache ich Englisch,  
Mathe, drei Naturwissenschaften und eine<sup>x</sup> Sprache -  
Deutsch. Meine Lieblingsfach ist Geschichte, weil ich  
gern<sup>x</sup> über Menschen von der Vergangenheit lerne. Ich  
hasse Mathe, weil<sup>x</sup> es zu schwierig für mich ist.
- Es gibt viele Abs<sup>x</sup> in meine Schule. Man kann Netball  
für die Schulmannschaft spielen<sup>x</sup> oder man kann  
in der ~~Orchester~~ Orchester spielen. Früher habe ich<sup>x</sup> im  
Chor zu gehen aber Lieder habe ich nicht genug<sup>x</sup>  
Zeite. Ich denke, Abs<sup>x</sup> ~~se~~ sind wichtig, weil man  
Entspannung braucht<sup>x</sup>.
- Man muss die Schulluniform tragen. Es ist so langweilig,  
weil<sup>x</sup> meistens die Schuluniform schwarze ist! Man darf  
nicht Kaugummi essen<sup>x</sup> aber viele Schüler essen

Kaugummi trotzdem. Man soll pünktlich ankommen<sup>x</sup>, aber es ist so unfair, weil der Bus immer spät<sup>x</sup> in die Morgen ist.

→ Ich finde es gibt Leistungsdruck in<sup>x</sup> meine Schule und man muss fleißig arbeiten damit man eine<sup>x</sup> gute Universität besuchen kann. Ich will nicht meine Eltern enttäuschen.<sup>x</sup>

→ Wenn ich könnte würde ich ein paar Dinge ändern. Ich<sup>x</sup> würde die Schuluniform abschaffen, weil es altmodisch und unpraktisch ist<sup>x</sup> und Freizeitkleidung sind bequemer. Ich würde die Schultag kürzer (machen<sup>x</sup>, weil wir nicht genug Zeit für unsere Freunde haben. Die<sup>x</sup> neue Schultag würde ein halber Tag sein.

→ Am des Endes<sup>x</sup> Jahres werde ich meine GCSE Prüfungen machen. Ich will gute<sup>x</sup> Noten bekommen, weil ich für die Oberstufe hier bleiben will.<sup>x</sup> Auf der Universität ~~wird~~ werde ich entweder Englisch oder Geschichte studieren.<sup>x</sup> Im Juli werde ich meine Berufspraktikum im der CPS machen.<sup>x</sup>

360 words

## **Student 2 Commentary**

### **Task 2 - A description of a typical English School**

#### **Plan**

The plan consists of a useful list of sequenced vocabulary. There are no conjugated verbs.

#### **Content – 14**

The title might have been better framed as 'A description of my school' or even just 'My school.' The scene setting is good and a nice idea but the 'typical' dimension does not need to appear in the title. Bearing in mind that it is the response to the title which is assessed and not the scene setting it would have been better to 'play safe.' In fact, the student does not really address whether the school is typical or not and the bullet points do not encourage such a response. In this first full year of this examination a lenient and forgiving view was taken but this kind of issue needs to be addressed in future years. The student follows the bullet points to produce a nice coherent piece of work but only a generous viewpoint allows us to consider this piece to be fully relevant. Certainly a lot of information is conveyed clearly. There is good evidence of ideas and points of view expressed and explained.

#### **Range of Language – 9**

There is a good range of appropriate vocabulary and a wide range of structure. Although *weil* appears frequently, there are many other good features: good use of different modal verbs, good use of future and conditional tenses, appropriate word order in more complex sentences, good use of *wenn* and *damit*. The student is confident in the use of language, inverting subject and verb where necessary and including items such as *sogar*, *leider*, *von der Vergangenheit*, *Am Ende des Jahres*, for example.

#### **Accuracy – 5**

Although there are occasional errors, the overwhelming impression is one of accuracy including in complex sentences. Verb and tense formations are demonstrably secure.

#### **Total mark 28/30**

# STUDENT 3



## GCSE Modern Foreign Languages Unit 4 Writing

Please tick / select the appropriate box

Chinese  
(Mandarin)  
46704

French  
46554

German  
46654

Centre number

Centre name

Candidate's full name

Candidate number

**Notice to candidate** The work you submit for assessment must be your own. If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified.

**Remember, the task titles that you submit for Writing must be different from the task titles that you submit for Speaking.**

*To be completed by the candidate*

**Candidate declaration** I have read and understood the above and can confirm that I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

*As part of AQA's commitment to assist students, AQA may make your coursework available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the Internet or other means, for the purpose of indicating a typical mark or for other educational purposes. In the unlikely event that your coursework is made available for the purposes stated above, you may object to this at any time and we will remove the work on reasonable notice. If you have any concerns, please contact AQA.*

Date

5/4/11

**Teacher declaration** I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Date

7/4/11

*This form should be attached to the candidate's work and sent to the examiner.*

*To be completed by the teacher*

I confirm that I have submitted a copy of both tasks with the candidate's work.



Was a Task Planning Form used for Task 1? ~~YES~~ / NO \*

(if YES, it must be submitted with the candidate's work)

Was a Task Planning Form used for Task 2? ~~YES~~ / NO \*

(if YES, it must be submitted with the candidate's work)

(\* delete as applicable)

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Dr Michael Cresswell, Director General.

GCSE Coursework AQA

51

Full name: \_\_\_\_\_

Candidate number: \_\_\_\_\_

Title of assignment: Are you fit and healthy?

Theme: \_\_\_\_\_

Draft

/

Final piece

(please circle)

Ich habe eine fußball gespielt. Meiner Lieblingshobby  
 is music. Ich höre gern klassische popmusic. Ich  
 habe immer meinen weinman dabei. Meine  
 Lieblingsfilme sind komedien weil ich gern lache  
 Ich finde Sport sehr lustig. Am Samstag  
 bin ich mit 2 freunden in der Stadt gegangen  
 um einzukaufen zu gehen. Ich chatte mit  
 freunden auf facebook jeden tag. Ich kenne einen  
 holiday nicht lieben. Ich möchte faraden gehen  
 weil ich gern schwimme.

## **Student 3 Commentary**

### **Task 1 - Are you fit and healthy?**

#### **Plan**

None submitted.

#### **Content – 2**

Little of the information conveyed seems relevant to the title. Football and swimming are mentioned. One could take a generous view about 'going to town' or argue that laughing and listening to music improve mental well-being in a desperate trawl for relevance. The piece is also very short. A mark of 2 reflects a very limited response to the title and, if anything, a generous interpretation.

#### **Range of Language - 3**

Despite errors and some confusion at the end of the piece, several simple sentences convey their message. It is difficult to argue that there is **little** understanding of language structure. Some vocabulary is inappropriate but that is not overwhelmingly the case. Marks in the 1-2 band tend to be awarded when very little can be understood.

#### **Accuracy – 2**

With a mark of 2 for Content, 2 is the maximum possible mark for Accuracy. A mark of 1 for Accuracy would be inappropriate, for it is not the case that 'frequent errors regularly impede communication'.

#### **Total mark 7**

Full name: \_\_\_\_\_

Candidate number: \_\_\_\_\_

Title of assignment: work & Education - My School

Theme: \_\_\_\_\_

Draft

Final piece

(please circle)

Die schule ~~ist~~ <sup>sein</sup> ganz gross, und es geben 1200 Studenten.  
 und 65 lehrers. Sie liegen in \_\_\_\_\_ Ich machen nicht  
 gern religion ~~stare~~, weil ader lehrer schlecht sein, und  
 weil es zuhetes ist und Ich macho dieses ~~ja~~ Jahr mein  
 GCSE. Ich mochte viel Geld verdienen, Er Ich mochte  
 werden ein 'der klempner, Ich glaube, dieser beruf ist  
 interessant. Ich hatte noch nie einen job weil ~~ich~~ <sup>ich</sup> morgens  
 auch jung. Englisch schules habe uniform aber Deutsche  
 Schule machen nicken. Ich spiele ~~football~~ <sup>Fußball</sup> und Tennis  
 und Tischtennis. ~~z~~

## **Student 3 Commentary**

### **Task 2 - Work and Education – My School**

#### **Plan**

None submitted.

#### **Content - 2**

The Context and the title seem to have been conflated here but it has to be accepted as it is, although it results in an unclear focus. Information presented flips around with no real structure. The piece is also notably brief.

#### **Range of Language - 3**

Certainly structures are mostly simple and not always successful but, again, it is difficult to argue for the 1-2 band because there is some appropriate vocabulary and **some** understanding of language structure.

#### **Accuracy – 2**

There are many errors which often but do not always impede communication.

#### **Total mark – 7**

# STUDENT 4



Externally-assessed work  
Candidate record form  
2011

## GCSE Modern Foreign Languages Unit 4 Writing

Please tick / select the appropriate box

<input type="checkbox"/> Chinese (Mandarin) 46704	<input type="checkbox"/> French 46554	<input checked="" type="checkbox"/> German 46654	<input type="checkbox"/> Italian 46304	<input type="checkbox"/> Spanish 46954	<input type="checkbox"/> Urdu 46454
---	--	---	---	---	--

Centre number  Centre name

Candidate's full name  Candidate number

**Notice to candidate** The work you submit for assessment must be your own. If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified.

**Remember, the task titles that you submit for Writing must be different from the task titles that you submit for Speaking.**

*To be completed by the candidate*

**Candidate declaration** I have read and understood the above and can confirm that I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

*As part of AQA's commitment to assist students, AQA may make your coursework available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the Internet or other means, for the purpose of indicating a typical mark or for other educational purposes. In the unlikely event that your coursework is made available for the purposes stated above, you may object to this at any time and we will remove the work on reasonable notice. If you have any concerns, please contact AQA.*

Date 6. 4. 2011

**Teacher declaration** I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Date 13. 4. 11

*This form should be attached to the candidate's work and sent to the examiner.*





Candidate's full name

Candidate number

To be completed by the teacher

I confirm that I have submitted a copy of both tasks with the candidate's work.



Was a Task Planning Form used for Task 1? YES / ~~NO~~\*

(if YES, it must be submitted with the candidate's work)

Was a Task Planning Form used for Task 2? YES / ~~NO~~\*

(if YES, it must be submitted with the candidate's work)

(\* delete as applicable)

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Dr Michael Cresswell, Director General.

# GCSE Modern Foreign Languages

Please tick / select the appropriate boxes

Unit 3 Speaking       Unit 4 Writing  
 Chinese (Mandarin)     French       German       Italian       Spanish       Urdu  
 46703 / 46704      46553 / 46554      46653 / 46654      46303 / 46304      46953 / 46954      46453 / 46454

Centre number \_\_\_\_\_ Centre name \_\_\_\_\_

Candidate's full name \_\_\_\_\_ Candidate number \_\_\_\_\_

If you want to prepare a plan for your Unit 3 Speaking task or Unit 4 Writing task, you must use this form, so that your teacher can give you some feedback before you produce your final version. Your teacher can only give you feedback on your plan, he/she cannot give you feedback on your draft or the final version.

*Teacher comments on the plan*

This section should be completed by the teacher/assessor. The form should then be returned to the candidate, who should ensure that it is submitted with the completed piece of work and handed in to the teacher/assessor.

**Please tick / select the relevant box(es)**

Make sure that what you say / write\* fits the title.   
 Make sure that you have covered the task fully.   
 Remove the conjugated verbs / complete sentences / codes\* from the plan.   
 Your plan is too short / long\* (40 words maximum).   
 \* delete as applicable

**Further feedback** (if not covered by the boxes above). Please note this must be restricted to the extent to which the candidate is meeting the requirements of the task and must not include comments on the actual language used.

**Teacher declaration** I confirm that the candidate's plan was written by the candidate. Any feedback which I have given on the plan has been restricted to the comments which I have written on this form.

\_\_\_\_\_

Date 30 Nov 2010

Candidate's full name

Candidate number

To be completed by the candidate

- Do not write more than 40 words in total. You must not use conjugated verbs or complete sentences.
- We would advise you to write in the target language, but you can write in English if you prefer. Do not use any codes. You can include drawings and diagrams.
- You can only produce one plan per task and you must prepare this on your own.

Task title Writing - Describe a past holiday

Plan (40 words maximum)

☀️ ☁️ 🌊 ✈️ 👨👩👦 👨👩👦 urlaub 👨👩👦. 👨👩👦... 👨👩👦 & praktisch.  
 👨👩👦 3 Ⓞ →. 👨👩👦 9 Ⓞ → & 👨👩👦 4 Ⓞ ↙. /Untwegs 👨👩👦 Ⓞ, 👨👩👦 → angenehm.  
 🏠 🌞 ☔ 📱 & 👨👩👦. Leider 👨👩👦 ☹️ 👨👩👦 sonnenbrille 👨👩👦. // 👨👩👦 ↓ 42 Ⓞ → 🏠 & bleiben.  
 🏠 & ✨ & ✨. 🏠 & ✨ = teilt, x 👨👩👦 👨👩👦 & ✨ → 📺 = 📺. 📺 & ✨  
 & luxuriös. 📺 & ✨. // 📺. 📺 durch 👨👩👦 & bummt. 📺 & 👨👩👦, & schön.  
 📺 & ✨. x 📺 & ✨. // 📺. 👨👩👦 & ✨. 📺 & ✨, 📺 & das SP  
 herrlich & ✨. x 📺 & ✨. 📺 & ✨. 📺 & ✨ wie 📺 & ausprobiert &  
 📺 & ✨. // 📺 & ✨. 📺 & ✨. 📺 & ✨. 📺 & ✨. 📺 & ✨. 📺 & ✨.  
 Bedienung & ✨ langsam. 📺 & ✨. 📺 & ✨. 📺 & ✨. 📺 & ✨. 📺 & ✨.  
 während → 📺 & ✨. 📺 & ✨ & gab x 📺. 📺 & ✨ & ✨. 📺 & ✨. 📺 & ✨. 📺 & ✨.  
 📺 & ✨. 📺 & ✨. 📺 & ✨. 📺 & ✨. 📺 & ✨. 📺 & ✨. 📺 & ✨. 📺 & ✨.  
 werden/wieder dorthin 👨👩👦... 📺 & ✨. 📺 & ✨. 📺 & ✨. 📺 & ✨. 📺 & ✨. 📺 & ✨.

||||| ||||| ||||| ||||| ||||| |||||

Number of words used	31
----------------------	----

Candidate declaration I confirm that I have prepared the above plan myself and that the only feedback I have received is my teacher's comments on this form.

\_\_\_\_\_

Date 22/1/10

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# A Past Holiday

Letztes Jahr in meine Sommerferien bin ich nach Italien geflogen. Ich flog dort mit meine Familie. Jedes ~~z~~ Jahr gehe ich auf Urlaub mit meiner Familie. Wir sind mit das Flugzeug da es schnell und praktisch ist. Die Fahrt hat drei Stunden gedauert. Wir sind um 9 Uhr abgefahren und wir sind um 4 Uhr angekommen.

Unterwegs haben wir geplaudert. Meiner Meinung nach war der Flug angenehm. Im Koffer habe ich meine ~~Sam~~ Kleidung, meine Pass und meine Badeanzug gepackt. Leider habe ich meine Sonnenbrille vergessen. Wir sind dort für zwei Wochen im Hotel geblieben. Das Hotel war echt neue und modern. Ich habe leider ein Zimmer mit meine Schwester geteilt, aber wir haben eine tolle Dusche und eine großes Fernseher, es war fantastisch. Das Hotel war sehr bequem und luxuriös. Das Beste was gibt es dort ein Schwimmbad. Meine ideales Hotel hätte ein geheiztes Schwimmbad und es wäre direkt am Strand.

Am ersten Tag bin ich durch die kleinen Stadt gebummelt. Es war eine kleine Stadt, die Florence heißt. Florence war schön. Ich habe viel Fotos gemacht, aber mein Fotoapparat wurde gestolen. Ich war sehr traurig.

Am nächste Tag sind wir ins Café gegangen. Ich fand das sehr herrlich mit meine Schwester. Aber ich habe mein Rucksack verloren. Es war äußerst doof. Ich habe auch viel neue Sportarten wie klettern ausprobiert und jedes Tag habe ich schwimmen gegangen.

Wir besucht die Schief Turm von Pisa und dann nachmittags bin ich ins Italien Restaurant gegangen. Es war sehr gut aber die Bedienung war echt langsam. Ich habe Hähnchen und Pommes frites gegessen. Es war sehr schmackhaft.

Wir hatte während der ganzen Ferien tolles Wetter. Es war sehr heiß und es gab kein Regen. Ich möchte am Strand liegen, ich denke das war angenehm. Plötzlich gab es ein Gewitter. Wir haben den Rest des Urlaub im Hotel verbracht.

Meiner Meinung nach waren die Ferien OK. Ich bin glücklich dass ich nach Italien ~~z~~ bin. In der Zukunft würde gern wieder dorthin fahren, weil ich hatte viel Spaß gemacht. Hingegen nächstes Jahr werde ich einfach zu Haus bleiben.

## **Student 4 Commentary**

### **Task 1 - A Past Holiday**

#### **The Plan**

The plan consists of a clever combination of pictures and vocabulary of a kind which is characteristically popular with able students. It should be noted that pictures will not be allowed next year.

#### **Content - 13**

This is a nice straightforward title which allows the student to produce a coherent well structured response. The reader is presented with a lot of clearly expressed relevant detail which regularly includes opinions and points of view. Unfortunately, there is scant evidence of explanations for ideas and points of view. For a mark in this band, at least two instances must be identified. We can pick out: *Das beste war gibt es dort ein Schwimmbad* and *In der Zukunft würde gern wieder dorthin fahren, weil ich hatte viel Spaß gemacht*. The former is rather ambiguous but the examples were accepted as sufficient to allow the lowest mark in the top band.

#### **Range of Language - 8**

The strengths in this piece rely especially on an excellent use of different tenses – present, perfect, including with separable and inseparable verbs, imperfect, future, conditional and imperfect subjunctive forms and these alone bring a degree of complexity to the piece combined with good word order in main clauses. The student is confident in inverting subject and verb where necessary; however, many sentences are relatively simple and rely very much on *und* to make longer sentences. It is not until the last paragraph that the student introduces *weil* and *dass*. Still, the overall strengths merit a mark of 8.

#### **Accuracy - 4**

Despite occasional errors, the piece is certainly generally accurate and verb and tense formations are usually correct.

#### **Total mark - 25/30**

# GCSE Modern Foreign Languages

Please tick / select the appropriate boxes

Unit 3 Speaking       Unit 4 Writing  
 Chinese (Mandarin)     French       German       Italian       Spanish       Urdu  
 46703 / 46704      46553 / 46554      46653 / 46654      46303 / 46304      46953 / 46954      46453 / 46454

Centre number \_\_\_\_\_ Centre name \_\_\_\_\_

Candidate's full name \_\_\_\_\_ Candidate number \_\_\_\_\_

If you want to prepare a plan for your Unit 3 Speaking task or Unit 4 Writing task, you must use this form, so that your teacher can give you some feedback before you produce your final version. Your teacher can only give you feedback on your plan, he/she cannot give you feedback on your draft or the final version.

*Teacher comments on the plan*

This section should be completed by the teacher/assessor. The form should then be returned to the candidate, who should ensure that it is submitted with the completed piece of work and handed in to the teacher/assessor.

**Please tick / select the relevant box(es)**

Make sure that what you say / write\* fits the title.   
 Make sure that you have covered the task fully.   
 Remove the conjugated verbs / complete sentences / codes\* from the plan.   
 Your plan is too short / long\* (40 words maximum).   
 \* delete as applicable

**Further feedback** (if not covered by the boxes above). Please note this must be restricted to the extent to which the candidate is meeting the requirements of the task and must not include comments on the actual language used.

**Teacher declaration** I confirm that the candidate's plan was written by the candidate. Any feedback which I have given on the plan has been restricted to the comments which I have written on this form.

\_\_\_\_\_

Date 15.2.11

Candidate's full name

Candidate number

To be completed by the candidate

- Do not write more than 40 words in total. You must not use conjugated verbs or complete sentences.
- We would advise you to write in the target language, but you can write in English if you prefer. Do not use any codes. You can include drawings and diagrams.
- You can only produce one plan per task and you must prepare this on your own.

Task title MEINE TRAUMSCHULE

Plan (40 words maximum)

1. 3.10. 2. 3.10. 3. 3.10. 4. 3.10. 5. 3.10. 6. 3.10. 7. 3.10. 8. 3.10. 9. 3.10. 10. 3.10.  
 11. 3.10. 12. 3.10. 13. 3.10. 14. 3.10. 15. 3.10. 16. 3.10. 17. 3.10. 18. 3.10. 19. 3.10.  
 20. 3.10. 21. 3.10. 22. 3.10. 23. 3.10. 24. 3.10. 25. 3.10. 26. 3.10. 27. 3.10. 28. 3.10.  
 29. 3.10. 30. 3.10. 31. 3.10. 32. 3.10. 33. 3.10. 34. 3.10. 35. 3.10. 36. 3.10.  
 37. 3.10. 38. 3.10. 39. 3.10. 40. 3.10.

III III III III III III III III  
 III III III III III III III III

Number of words used	39
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Candidate declaration I confirm that I have prepared the above plan myself and that the only feedback I have received is my teacher's comments on this form.

Date 13/2/11

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Meine Traumschule

40654

Meine Schule heißt , ist eine Realschule für Mädchen. Es ist ziemlich neu und modern aber sehr klein. Die Schule war in 1991 gebaut. Es ist in , und liegt mitten in einem Wald. Der tag beginnt um acht Uhr vierzig und endet um drei Uhr zehn. Man lernt viele fächer zum beispiel Naturwissenschaften, Religion, ~~Mathe~~ Erdkunde, kunst und Deutsch. Meine Lieblingsfach ist Biologie, weil es wirklich interessant ist. Ich mag Sport, da die Lehrerin sehr freundlich ist. Aber ich lerne nicht gern Religion, weil es langweilig ist. Hinter die Schule ist eine neue gesunde kantine und wir haben eine Bibliothek im zweiten Stock. Neben die schule liegt ein Sportplatz. Ich muß jeden morgen um sechs aufstehen. Das kann stressig sein. Es gibt sechs Stunden pro tag und eine stunde dauert fünfzig minuten. Die erste pause ist um zehn Uhr dreißig. Ich habe mittagspause um zwölf Uhr dreißig. Normalerweise esse ich mit meinen freunden. Jedes tag esse ich obst, weil es gesund ist. Aber manchmal esse ich Bon-bons, da es schmackhaft ist. Dann nach dem Unterricht fahre ich mit dem Bus nach Haus ~~und~~ und ich ~~mach~~ mache meine Hausaufgaben. Man muß Hausaufgaben machen und eine dunkelgrün uniform tragen. Aber man darf nicht schmuck oder Make-up tragen. Letztes woche habe ich meine Hausaufgaben vergessen. Meine Lehrerin war nicht fröhlich. Die Schulregeln sind meisten unfair.

Meine Traumschule wäre direkt am strand liegt und ~~es~~ es wäre in Auckland in Neuseeland. Die Gegend wäre sehr schön und sauber. Es würde nicht viele Autos geben, also würde es wenig Verschmutzung geben. ~~Die~~ Die Schule wäre groß und ~~echt~~ recht modern. Es müsste vier Stock, wir hätten ein schwimmbad und eine große sportplatz neben die schule. Ich glaube dass wäre ausgezeichnet und praktisch. In die zukunft würde ich ein kino bauen lassen. In meine Traumschule würde der tag um zehn Uhr beginnen und endet um zwei Uhr. Der tag wäre nicht zu lang und es wäre sehr fantastisch. Es würde drei Stunden am tag geben. Wir würden nur Mathe, Biologie, kunst, Erdkunde und Sport lernen. Ich liebe alle diese Unterricht. Meine Lehrerin wäre ~~immer~~ <sup>immer</sup> sehr freundlich und geduldig. In Mathe würden wir Algebra lernen. Denn ich bin gut in Algebra. Auch in Sport würde wir über Netball lernen. Wir schreiben zu viele klassenarbeiten. Ich würde das Notensystem abschaffen. Dann nach die schule es wäre viele AG's. Es wäre Sportklubs zum beispiel Netball, Tennis, Federball auch eine Tanzklub. Letztes <sup>woche</sup> ~~woche~~ habe ich klettern gegangen. Es war sehr lustig. Deshalb würde ich eine kletterwand an meine Traumschule mögen. Meine Lehrerin würde



~~ein~~  
ein Schülerreisen nach London oder New York organisieren. Wo wir Einkäufe konnten. Es würde keine Schulregeln geben. Es gab keine Uniform sein. Wir wäre unsere eigenen Kleider tragen. Wir könnten Make-up und Nagellack tragen. ~~Es~~ Oft gibt es zu viele Hausaufgaben und ich muß zu Haus bleiben. Ich finde das schlecht. In meine Traumschule würde ich Hausaufgaben abschaffen. Meine Traumschule ist besser als Bentley Wood. Diese Schule wird echt toll sein, da ich nur fächer lerne die ~~ich~~ <sup>ich</sup> lieber.

## Student 4 Commentary

### Task 2 - Meine Traumschule

#### The Plan

Again the student uses a complex series of drawings and occasional vocabulary.

#### Content – 15

This is a minor point here, but it should be noted that the title should be written in English. It is a straightforward title but nonetheless challenging. It is not unreasonable to present this response in the context of the current school and 2/3 deals directly and at length with the dream school, ending nicely with why the dream school would be better than the current school. The response presents a lot of detail as well as ideas and points of view and now we can find evidence of explanations: *Meine Lieblingsfach ist Biologie, weil es wirklich interessant ist; ich mag Sport, da die Lehrerin sehr freundlich ist; aber ich lerne nicht gern Religion, weil es langweilig ist; diese Schule wird echt toll sein, da ich nur Fächer lerne, die ich lieber.* This may not be an excess of evidence for explanations of opinions, but it is sufficient to ensure that the top band can be embraced and the candidate rewarded for an excellent accumulation of relevant detail.

#### Range of Language - 10

There is ample evidence for the 9-10 band here. There is a wide variety of appropriate vocabulary and phrases used with confidence. Complex structures take the form of verbs used very well in a range of tenses. Present, perfect, imperfect and conditional are used with precision. Difficult conditional structures are used: *es würde.....geben*, for example and the student has no problem with imperfect subjunctive forms: *wäre, hätte, müsste, könnte*. Modal verbs are used well, including a correct *man darf nicht* and then there is the impressive *In die Zukunft würde ich ein Kino bauen lassen*. Connectives are used in various places: *weil, da, wo + subordinate clause, die + relative clause*. Adjectives are used correctly and well.

#### Accuracy - 5

Although there are occasional minor errors, the level of accuracy in this piece is very impressive. Verb and tense formations are especially good.

#### Total mark - 30/30



AQA City & Guilds CCEA Edexcel OCR SQA WJEC

**Produced on behalf of: AQA, CCEA, Edexcel, OCR and WJEC**

## **Notice to Centres**

### **Moderation arrangements for controlled assessment of Speaking in GCSE Modern Foreign Languages from 2010**

Most GCSE specifications in Modern Foreign Languages for first teaching in September 2009 examine Speaking by means of controlled assessment marked by the teacher and moderated by the awarding body. In all of these specifications candidates are required to undertake two tasks for assessment.

In order to reduce the burden on centres, the awarding bodies have agreed with Ofqual and QCDA that centres need to make a recording of only one of the two tasks for each candidate. Moderation (and adjustments to a centre's marking, if they are necessary) will be based on the evidence from this one recorded task.

If a centre has made recordings of both of the tasks submitted by some or all candidates, they will normally be required to designate one as the recorded task. Only this task will be eligible for selection as part of the moderation sample. Centres should consult their own awarding body's instructions for further details.

Although only the recorded tasks will be moderated, awarding bodies will monitor centres' marking of both the recorded and unrecorded tasks. Where the average difference between the two sets of marks is significant, awarding bodies will require centres to provide an explanation. In addition, awarding bodies reserve the right to arrange for a moderator to visit a centre to monitor the standards of marking. Ultimately awarding bodies reserve the right to require centres to record *both* tasks submitted by each candidate in a subsequent year.



## ADJUSTMENTS TO MARKS FOLLOWING THE MODERATION OF CENTRE-ASSESSED UNITS/COMPONENTS

### An explanation for centres

#### Introduction

When results are sent to centres, details of candidates' final marks for centre-assessed units/components are included. By comparing these marks with the original centre marks, centres can see whether their marking in a particular unit/component was accepted without any change or whether adjustments were made. Further details about the reasons for any adjustments are provided on the feedback form.

When an adjustment has been made, centres may wish to know how the final marks were determined. This document explains the procedure which is used.

#### Why is moderation necessary?

The *GCSE, GCE, Principal Learning and Project Code of Practice* requires that marks submitted by each centre must be moderated by the awarding body and that marks must be adjusted where necessary to bring centres' assessments into line with standards generally.

Awarding marks entails human judgement so, when a moderator looks at a centre's marking, it is unlikely that there will be precise agreement. Two people assessing the same piece of work may disagree on whether enough of a skill has been demonstrated or whether an answer is clear. Even one person may mark a piece of work, then re-mark it later and make slightly different judgements without being 'wrong' either time. It is possible to reduce differences with practice, experience and discussion, but they will always exist. A small *tolerance* is therefore allowed on centre assessment. If the differences between a moderator's marking and a centre's marking are within this tolerance, the differences can be taken as a legitimate variation in judgement and the centre's marks can be accepted. If the differences are outside the tolerance, an adjustment will be needed to align the centre's standard of marking with the agreed AQA standard.

#### How is moderation carried out?

In most AQA centre-assessed units/components, a sample of work from each centre is provided for a moderator (either by post or when the moderator visits). The moderator starts by considering part of the sample (called the *sub-sample*). If the moderator agrees with the marks in this sub-sample (to within the specified tolerance), then no change is made to the centre's marking. If the centre's marks for any of the work in the sub-sample are outside tolerance, the moderator considers further work from the centre's sample, and



any necessary adjustment to the centre's marks is made using the regression technique described below. Precisely how much work is inspected by the moderator at this stage depends on the pattern of differences between the centre's marks and the moderator's marks. If there is a consistent pattern (even where the differences are large), a fair adjustment can be made from inspecting the work of a relatively small number of candidates. If the pattern is less consistent, the whole sample needs to be inspected. In exceptional circumstances, an adjustment which is fair to all candidates cannot be found from the sample, and at that point the moderator will request further work (often the work of all candidates) from the centre.

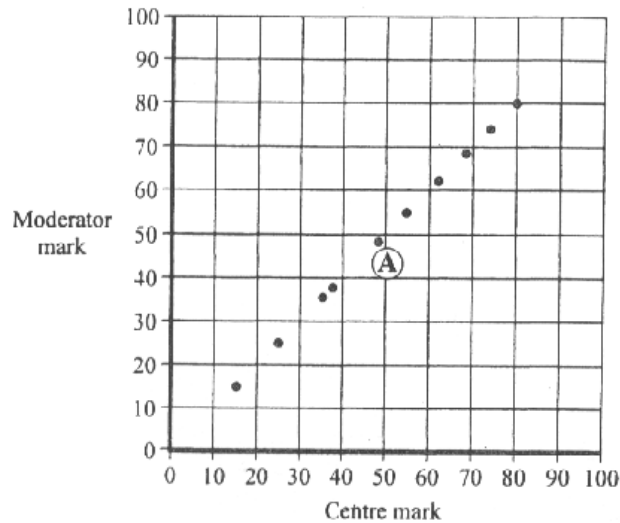
It is important to note that the marking of the sample (or sub-sample) is not a re-assessment of the individual candidates involved, as it would be unfair to amend the marks of these candidates on a different basis from the marks of the other candidates at the centre. Instead, the sample is intended to be *representative* of the marking standard at the centre, in order to provide an indication of whether an adjustment is needed and to determine the nature and scale of that adjustment. Therefore, there is a requirement that the centre's marking is internally standardised. For further information on internal standardisation see *Instructions for submitting controlled assessment / coursework marks and samples (CAW/INST)* and the JCQ booklets *Instructions for conducting coursework* and *Instructions for conducting controlled assessments*.

Where centres are in a consortium (ie several centres are working together in a subject with joint assessment arrangements), AQA must be informed. AQA will then take account of the consortium arrangement when carrying out moderation, for example by applying the same set of adjustments to all the centres if the marking is out of tolerance. For further information see *Instructions for submitting controlled assessment / coursework marks and samples (CAW/INST)* and the application form for centre consortium arrangements, available on the JCQ or AQA website.

### **How is regression used to make adjustments?**

Regression is a method for comparing two sets of data (in this case centre marks and moderator marks) in order to find the relationship between them. To understand how regression works, think about what happens if a graph is plotted to show centre marks and moderator marks for the candidates in the sample. If the moderator re-marked a sample of ten candidates and agreed with every one of the ten centre marks, then the result would be as shown in Graph 1. For example, candidate A was given 49 marks by both the centre and the moderator.

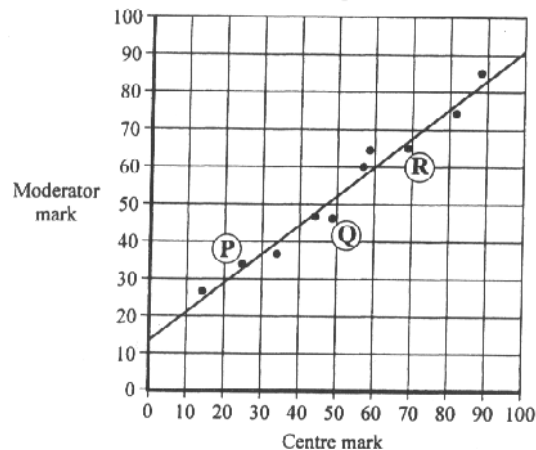
Graph 1



In reality moderation produces something more like Graph 2: candidate P was given 24 marks by the centre and 34 by the moderator, candidate Q was given 49 marks by the centre and 46 by the moderator, and candidate R was given 69 marks by the centre and 65 by the moderator.

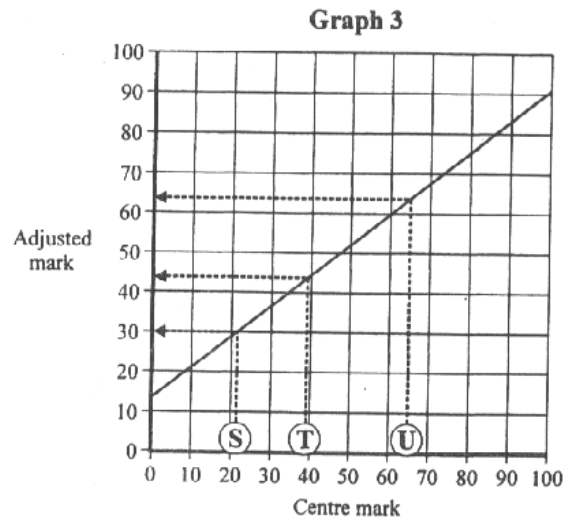
The points do not lie precisely on a straight line but there is obviously a trend. A line has been drawn to show this trend. This line is known as the regression line.

Graph 2

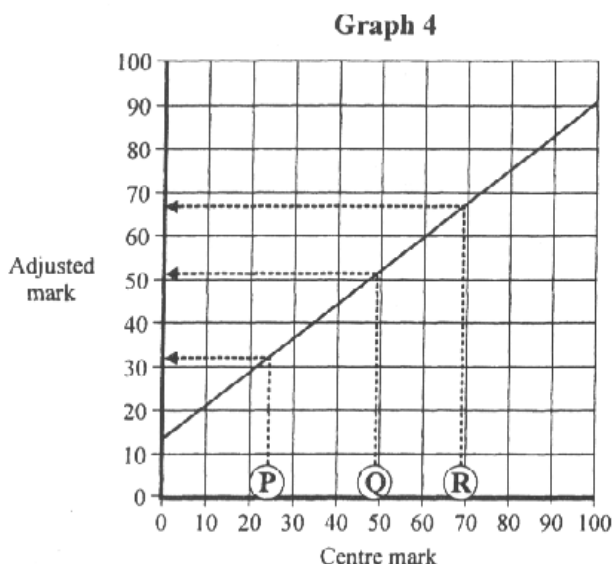


AQA uses the regression line in order to adjust the marks of candidates in a centre. Graph 3 shows the line from the example given above. This can now be used to read off the adjusted mark for every candidate at the centre. For each candidate, the line gives an estimate of the mark that the moderator would have given. The estimate is based on the sample of work that was actually inspected by the moderator.

Three examples are shown in Graph 3. The centre gave Candidate S a mark of 21, Candidate T a mark of 39 and Candidate U a mark of 65. These marks are adjusted, using the regression line, to 30, 44 and 64 respectively, as shown by the broken lines.



To preserve the centre's order of merit and to ensure that the candidates whose work was sampled are treated no differently from the other candidates at the centre, the marks of all candidates are adjusted using the regression line, whether or not their work was seen by the moderator. The procedure – which is used to find the best match of the centre's marks to the general standard – does not guarantee that candidates in the sample will get the mark which the moderator gave to their work. Graph 4 shows what happens to the marks of Candidates P, Q and R from Graph 2. For example, Candidate Q has a centre mark of 49 and a moderator mark of 46 (as shown in Graph 2), but this candidate's final (adjusted) mark is 52, as shown in Graph 4.



Candidate	Centre Mark	Moderator mark	Adjusted mark
P	24	34	32
Q	49	46	52
R	69	65	67



## Feedback to centres

AQA sends a report to each centre which covers matters such as the appropriateness of the tasks (where they are set by the centre), the accuracy of the assessment and the centre's administration.

## Enquiries about results

In line with other awarding bodies AQA offers a post-results review of moderation. This is intended to check that the assessment criteria were fairly, reliably and consistently applied in the original moderation process. For details please see the JCQ Post-Results Services booklet, available on the JCQ website, and the Enquiries about Results page of the AQA website.

## Application of the system to all centres

For each centre where the sub-sample is out of tolerance, provisional adjustments are made as illustrated in Graph 4. If the adjusted marks are only marginally different from the centre marks (in other words, if they fall within tolerance), the centre marks are accepted unchanged. Otherwise, the adjustments suggested by the computer are reviewed manually, centre by centre, and in some instances the computer's suggestions may be overruled.

## Summary

In summary moderation has three possible outcomes.

- (i) Where there are only small differences between the centre's marks and the moderator's marks for the candidates in the (sub-)sample, **the centre's marks are accepted for all candidates.**
- (ii) Where the differences are greater but the moderator generally agrees with the centre's rank ordering of the candidates, **the regression technique is used to adjust the marks of all candidates.** (The only exception is that no adjustments are made to the marks of candidates who have been awarded the maximum by both the centre and the moderator.)
- (iii) In exceptional cases, where the moderator disagrees significantly with the centre's rank ordering, further work is re-marked before candidates' final marks are determined.

Marks are not altered unless necessary, and then only in a manner which treats all candidates and centres equitably.

Version 1.6 February 2011