



General Certificate Secondary Education

German 3661 *Specification A*

3661/W Writing

Mark Scheme

2007 examination - June series

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

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PART ONE MARK SCHEME**Principles of Marking**

- All marking is to be done in accordance with the published Criteria for Assessment.
- The stress is on effective communication. Credit should be given for the language successfully conveying the target message without ambiguity.
- There is no need to count the number of words used to answer each question. The sole criterion is completion of the tasks set.

MARK ALLOCATION

Foundation	Communication	Quality of Language	Total
List	2		2
Message	12	8	20
Letter	8	12	20
Total	22	20	42

FOUNDATION TIER QUESTION 1 - List Question

This question will be assessed for Communication only.

Marks	Degree of Communication
1	1 - 2 words correct, without ambiguity.
2	3 - 4 words correct, without ambiguity.

Maximum mark - 2

QUESTION 2 - Message Question

This question will consist of six tasks and will be assessed for Degree of Communication and Quality of Language.

DEGREE OF COMMUNICATION

For each of the six tasks, the following criteria will be used.

Marks	Degree of Communication
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed without ambiguity even if not totally correct.
6 x 2 = 12 marks	

QUALITY OF LANGUAGE

A global mark out of 8 will be awarded. The mark awarded for Communication will determine the mark range available for Quality of Language according to the following criteria.

Marks awarded for Communication	Marks available for Quality of Language	Quality of Language
0 - 1	0	Inaccuracy is almost always a barrier to communication.
2 - 4	1 - 2	Some of the messages are intelligible but the frequency of serious error makes communication difficult.
5 - 6	3 - 4	Several of the messages are intelligible, despite frequent error which creates ambiguity and requires effort from the reader.
7 - 8	5 - 6	Errors occur regularly but most intended messages can be understood, with hesitation but without undue difficulty.
9 - 12	7 - 8	Despite various errors, the piece is more accurate than inaccurate; intended meanings are usually clear.

Maximum mark 12 + 8 = 20

QUESTION 3 - Letter Question

This question will consist of eight tasks and will be assessed for Degree of Communication, Range/Complexity and Accuracy, giving a maximum mark of 20.

DEGREE OF COMMUNICATION

- The assessment of Communication depends upon recognising an attempt to write something about the task.
- You should not take into account the quality of the language used, unless it interferes so much that communication would not take place.
- Candidates will be expected to go beyond the minimum level of response in order to score at least 3 marks. This means that the candidate will have added an additional detail (hereafter called a **Development**), which goes beyond the minimum required by the task.
- For a Development to be accepted, the quality of language should be the same as that which is required for a Communication task.
- Developments cannot be credited for a task which has been rejected.
- There can be only **one** Development per task in this question.

Tasks to Marks - Degree of Communication

Tasks	Marks	Requirement	Degree of Communication
0	0		Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.
1	1		Communicates <i>a little</i> basic information (e.g. simple facts).
2 – 8 (0 Dev)	2		
3 - 8 (1 Dev)	3		<i>Some</i> basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).
3 - 8 (2 Dev)	4		
5 - 8 (3 Dev)	5	Must include an opinion, if not, revert to 4 marks	Communicates clearly <i>quite a lot</i> of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.
5 - 8 (4 Dev)	6	Must include an opinion, if not, revert to 4 marks	
7 - 8 (5 Dev)	7	Must include justification of an opinion, if not, revert to 6 marks	Communicates <i>a lot</i> of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.
7 - 8 (6 Dev)	8	Must include justification of an opinion, if not, revert to 6 marks	

QUALITY OF LANGUAGE

- Marks will be awarded out of 6 for each of Range/Complexity and Accuracy. The marks will be added to make a total out of 12 for Quality of Language.
- The mark awarded under Range/Complexity must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- The mark awarded under Accuracy must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- If a mark is awarded for Communication this will inevitably lead to the award of a mark for Range/Complexity and for Accuracy.
- For the award of 4 marks or more under Range/Complexity there must be at least one reference to each of past, present and future events.

Range / Complexity	Marks	Accuracy
Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	0	There is little, if any, evidence of understanding of the most basic linguistic structures.
The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	1	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	2	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	3	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	4	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
There is a wider range of vocabulary and structure which communicates descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	5	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	6	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

The maximum mark for the Foundation Tier Paper is 42

HIGHER TIER**QUESTION 1**

This question is the same as that set for Foundation Writing Question 3. It should therefore be marked in accordance with the instructions given for Foundation Tier Question 3.

QUESTION 2

This question will consist of *four* tasks and will be assessed for Degree of Communication, Range/Complexity and Accuracy, giving a maximum of 20.

DEGREE OF COMMUNICATION

- The assessment of Communication depends upon recognising an attempt to write something about the task. All responses should be self-contained and comprehensible without reference to the rubrics.
- Candidates will be expected to go beyond the minimum level of response in order to score at least 2 marks. This means that the candidate will have added an additional piece of information, in the form of a phrase or clause (hereafter called a **Development**), which goes beyond the minimum required by the task.
- For a Development to be accepted, the quality of language should be the same as that which is required for a Communication task.
- Developments cannot be credited for a task which has been rejected.
- There can be *up to two* developments per task in this question.

Tasks to Marks - Degree of Communication

Tasks	Marks	Requirement	Degree of Communication
0	0		Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.
1 – 4 (0 Dev)	1		Communicates <i>a little</i> basic information (e.g. simple facts).
1 - 4 (1 Dev)	2		
2 - 4 (2 Dev)	3		<i>Some</i> basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).
2 - 4 (3 Dev)	4		
3 - 4 (4 Dev)	5	Must include an opinion, if not, revert to 4 marks	Communicates clearly <i>quite a lot</i> of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.
3 - 4 (5 Dev)	6	Must include an opinion, if not, revert to 4 marks	
4 (6 Dev)	7	Must include justification of an opinion, if not, revert to 6 marks	Communicates <i>a lot</i> of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.
4 (7 - 8 Dev)	8	Must include justification of an opinion, if not, revert to 6 marks	

QUALITY OF LANGUAGE

- Marks will be awarded out of 6 for each of Range/Complexity and Accuracy. The marks will be added to make a total out of 12 for Quality of Language.
- The mark awarded under Range/Complexity must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- The mark awarded under Accuracy must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- If a mark is awarded for Communication this will inevitably lead to the award of a mark for Range/Complexity and for Accuracy.
- For the award of 4 marks or more under Range/Complexity there must be at least one reference to two of past/present/future events.

Range / Complexity	Marks	Accuracy
Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	0	There is little, if any, evidence of understanding of the most basic linguistic structures.
The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	1	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	2	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	3	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	4	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
There is a wider range of vocabulary and structure which communicates descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	5	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	6	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

The maximum mark for the Higher Tier paper is 40.

PART 2

The criteria for assessment and the general marking instructions are given in Part 1 of the mark scheme.

The following information relates to the tasks set in the 2007 German Writing Tests.

Details of how marks are awarded to the tasks are contained in Part 1.

Foundation Tier

Question 1

(2 marks)

There is one task

1	Names of European countries. Some flexibility may be needed	
	Accept	Do not accept.
	<i>Spainen</i> <i>Osstereich</i> <i>Italie</i> <i>Turkei</i> <i>Frankreigh</i> <i>Grossbritannien</i>	<i>Francrick</i> <i>Franc</i> <i>Franzeursisch</i> <i>Engerland</i> <i>Greecenland</i> <i>Italia</i> <i>Scotland</i>

Note: 0 marks = 0 understandable words
1 mark = 1-2 words correct without ambiguity
2 marks = 3-4 words correct without ambiguity

Question 2

(20 marks)

There are 6 tasks:

i	Where you brother lives.		
	2	1	0
	<i>Mein Bruder wohnt in Bristol</i> <i>Er wohnt zu Hause</i>	<i>(Bruder) zu Hause</i>	<i>Haus</i>

ii	What sport your brother plays.		
	2	1	0
	<i>Mein Bruder spielt Rugby</i> <i>Er spielt Rugby</i>	<i>(Spielt) Rugby</i>	<i>football</i>

iii	What you think of your brother.		
	2	1	0
	<i>Ich finde meinen Bruder toll. Mein Bruder ist toll Er ist toll</i>	<i>(Bruder) toll</i>	<i>Nicht viel</i>

'I think' need not be communicated

iv	What you like to eat.		
	2	1	0
	<i>Ich esse gern Pommes Mein Lieblingsessen ist Pommes Ich mag Pommes</i>	<i>Esse gern Pommes (Ich esse) Pommes</i>	<i>Frites</i>

Ref to 'like' needed for two marks

v	What you do at the weekend.		
	2	1	0
	<i>Ich gehe ins Kino am Wochenende Am Samstag gehe ich ins Kino Ich gehe ins Kino</i>	<i>Kino am Wochenende (ins) Kino</i>	

vi	What your best friend is called		
	2	1	0
	<i>Meine beste Freundin heißt Carol Sie heißt Carol</i>	<i>(Freundins Name) Carol</i>	<i>Wie heißt Carol</i>

Foundation Question 3 / Higher Question 1

(20 marks)

There are eight tasks:

- 1 **Number of exams still to be taken**
Exams should be referred to. Development (Dev) could be an added word.
Ich habe nur noch vier Prüfungen. D1

- 2 **Subjects in which exams have been taken**
Reference must be made to at least one exam subject. Past tense essential
Dev could be an added word or added information.
Ich hatte schon fünf Prüfungen. Sie waren in Mathe, Englisch, Geschichte, Kunst und Medien. D2

- 3 **Opinion about exams so far**
An opinion must be expressed about at least one exam.
Dev could be an added word, information, opinion or justification.
Die Prüfungen waren bis jetzt nicht schlecht, aber Mathe war furchtbar. D3

- 4 **Information about plans for the summer holiday**
Any information acceptable. Dev could be an added word or added information.
Im Sommer fahre ich mit meiner Familie nach Spanien. D4

- 5 **Information about shops in the town**
Shops or shop names must be referred to. Dev could be added detail.
Es gibt viele neue Geschäfte in der Stadt, zum Beispiel Kleidergeschäfte. D5

- 6 **Information on recent purchases**
Past tense essential. Dev could be added detail.
Am Wochenende habe ich eine neue Jacke gekauft. Sie war teuer. D6

- 7 **Opinion about Saturday job**
Opinion and justification essential. Dev could be added information or opinion.
Ich finde meinen Job ziemlich langweilig aber gut, weil ich viel Geld verdiene. D7

- 8 **Question about Saturday jobs in Germany**
One question needed. Dev could be second question or added information. A
Question about Markus' job is acceptable.
Hast du einen Job am Samstag? Wo arbeitest du? D8

Higher Question 2**(20 marks)**

There are four tasks:

- 1 **Information about quarrels with parents.**
 One detail needed. Dev could be added information, opinions etc.
Ich streite mit meinen Eltern über alles ,zum Beispiel meine Kleider, meine Schularbeit und natürlich meine Freunde. D1
- 2 **Information about a person the candidate admires**
 One piece of information needed. More is needed than just naming a person.
 Dev could be added detail.
Ich finde Maggie Thatcher toll. Sie war eine gute Politikerin und ich mag sie sehr. D2
- 3 **Opinion on looking for a job or staying at school**
 One opinion needed. Dev could be added information.
Ich finde es besser in der Schule zu bleiben. Wenn ich gute Noten bekomme, kann ich studieren und Tierarzt werden Meine Schwester ist Krankenschwester. D3
- 4 **Information about the party last weekend.**
 One piece of information needed. Past tense essential. Dev could be added information.
Die Party am Wochenende war super. Ich habe viel getanzt aber zu viel Bier getrunken. D4