



General Certificate Secondary Education

German 3661 *Specification A*

3661/W Writing

Mark Scheme

2008 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 2008 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 items bought in a department store. Some flexibility may be needed	
	Accept	Do not accept.
	<i>Jacket</i> <i>Pully</i> <i>Hempt</i> <i>Polohemd</i> <i>DVD</i>	<i>Pull</i> <i>Tracksuit</i> <i>Trainers</i> <i>Handteuche</i> <i>Guitar</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:

1	How often you play tennis.		
	2	1	0
	<i>Ich spiele zweimal pro Woche</i>	<i>Zweimal pro Woche</i>	<i>Zweimal</i>

Ref to 'Tennis' not essential because context is clear from example.
 Accept reference to a different sport.

2	Who you play with.		
	2	1	0
	<i>Ich spiele mit meinem Freund</i>	<i>Mit meinem Freund</i>	<i>Freund</i>

3	Where the sports centre is.		
	2	1	0
	<i>Das Sportzentrum ist in der Stadt</i>	<i>In der Stadt</i>	<i>Stadt</i>

4	What you think of the sports centre.		
	2	1	0
	<i>Das Sportzentrum ist toll</i> <i>Ich finde es toll</i> <i>Es ist klein</i>	<i>Sportzentrum toll</i> <i>toll</i>	<i>Wie findest toll</i>

'I think' need not be communicated

5	What it costs to play.		
	2	1	0
	<i>Es kostet drei Pfund pro Stunde</i> <i>Es kostet drei Pfund</i> <i>Es ist teuer</i>	<i>Drei Pfund</i>	<i>Drei</i>

6	What clothes you wear.		
	2	1	0
	<i>Ich trage einen Trainingsanzug</i>	<i>Einen Trainingsanzug</i>	<i>Kleider</i>

Foundation Question 3 / Higher Question 1**(20 marks)**

There are eight tasks:

- 1 **Reaction to the card**
Card should be referred to. Development (Dev) could be an added word.
Vielen Dank für deine lustige Karte. D1
- 2 **Information about the birthday**
Reference must be made to at least one activity on the birthday. Reference needed to birthday. Past tense essential. Dev could be an added word or added information.
An meinem Geburtstag bin ich mit meiner Familie ins Restaurant gegangen. D2
- 3 **Information about favourite present with reason**
Any information acceptable. Reason for choice of present essential. Dev could be an added word, information, opinion or justification.
Mein Lieblingsgeschenk war ein neues Fahrrad. Ich fahre gern Rad, besonders am Wochenende. D3
- 4 **Opinion about school uniform with reason**
Any opinion acceptable. Reason for opinion essential. Dev could be an added word or added information.
Ich finde meine Schuluniform hässlich, weil sie altmodisch und nicht praktisch ist. D4
- 5 **Information about clothes for the sixth form**
Any information about clothes acceptable. Dev could be added detail.
In der Oberstufe werde ich Jeans mit einem schicken Pullover tragen. D5
- 6 **Where the summer job will be**
Future tense or future reference essential. Only accept a shop name or place name if there is added information. However accept 'Mcdonalds' on its own. Look for 'Summer' reference. Dev could be added detail.
Im Sommer arbeite ich in einem Supermarkt in der Stadtmitte. D6
- 7 **Information about pay**
Any information about pay acceptable. Do not accept 'pro Uhr' on its own. Dev could be added information or opinion.
Ich bekomme fünf Euro pro Stunde. Das ist nicht viel. D7
- 8 **Question about school in Germany**
One question needed. Do not accept straight lift from postcard ie including 'immer'. Dev could be second question or added information.
Wann beginnt deine Schule morgens? Wie findest du deine Schule? D8

Higher Question 2

(20 marks)

There are four tasks:

- 1 **Information about town with opinion.**
 One detail needed. Opinion essential. Dev could be added information, opinions, justification etc.
Mein Brieffreund wohnt in einer kleinen Stadt in der Nähe von München. Ich finde es uninteressant, weil es nichts zu tun gibt. D1, D1

- 2 **Description of how the mobile phone was lost and reaction**
 One piece of information needed. Past tense essential. Time or place needed. Dev could be added detail.
Ich habe mein Handy im Freibad verloren. Ich habe es vergessen. Ich war sehr traurig, weil das Handy ganz neu war. D2, D2

- 3 **How the mobile phone was recovered.**
 One piece of information needed. Dev could be added information.
Mein Brieffreund hat für mich im Freibad angerufen. Das Handy war an der Kasse. Wir sind mit dem Rad zum Freibad gefahren und haben es geholt. D3, D3

- 4 **What is liked about the penfriend's family and why.**
 One piece of information needed. Reason essential. Dev could be added information.
Ich finde die Familie von Michael sehr freundlich und hilfsbereit, weil sie mit mir immer Deutsch sprechen. Sie sind sehr geduldig! Ich werde sie auch nächstes Jahr besuchen. D4, D4