

# GCSE 2004

## *June Series*



# Mark Scheme

## German B Module 4

### *(Writing)*

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

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

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Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA  
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Dr Michael Cresswell Director General.

## WRITING TESTS – FOUNDATION AND HIGHER TIERS

### PART ONE

#### 1. 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 language successfully conveying the target message without ambiguity.
- There is no need to count the words used to answer each question. The sole criterion is completion of the tasks set.

#### 2. Mechanics of Marking

- All part marks awarded as indicated in the marking schemes must be clearly shown on the candidate scripts. Carefully check marks which may need multiplying and / or dividing to arrive at any weighted totals.

#### 3. MARK ALLOCATION

Foundation	Communication	Quality of Language	Total
Question 1a	2		2
Questions 1b & 1c	4		4
Question 2	8	12	20
Total	14	12	26

Higher	Communication	Quality of Language	Total
Question 1	8	18	
Question 2	8	Awarded globally across both questions.	
Total	16	18	34

#### 4. Foundation Tier Question One

This question will be assessed for Communication only. The marks are allocated in the following way:

##### Question 1a (List Question):

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

**Maximum mark - 2**

##### Questions 1b and 1c:

Each task has a total of 2 marks. The Part 2 Mark Scheme each year will outline in detail how those communication marks should be divided and awarded.

#### 5. Question Two

This question is marked out of 8 for Communication and 12 for Quality of Language.

- 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.

Marks	Degree of Communication	Explanation
0	Nothing of merit: fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.	
1-2	Communicates a <b>little</b> basic information (eg simple facts).	Some brief, simple facts are communicated in relation to one or two of the tasks set.
3-4	<b>Some</b> basic information is conveyed; occasional additional details conveyed (eg description, simple opinion).	Some longer descriptions or simple facts conveyed in relation to several of the tasks set.
5-6	Communicates clearly <b>quite a lot</b> of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.	Some extended description in more than one of the tasks set. Simple facts conveyed in relation to all of the tasks set.
7-8	Communicates <b>a lot</b> of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.	Full descriptions in relation to all of tasks set.

## 6. Quality of Language

- Marks will be awarded out of 12 for each of Range/Complexity and Accuracy. The resulting total mark out of 24 is divided by 2 to give a total mark out of 12 for Quality of Language.
- If a mark is awarded for Communication this will inevitably lead to the award of a mark for Range/Complexity and for Accuracy.

Marks for Quality of Language are awarded according to the criteria below.

Quality of Language		
Mark	Range & Complexity	Accuracy
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1-2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3-4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5-6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7-8	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.	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.
9-10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses are used more regularly and with increasing success.	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.
11-12	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.	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.

In each mark band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

Maximum Communication Mark	Maximum Range & Complexity Mark	Maximum Accuracy Mark
0	0	0
2	6	6
4	8	8
6	10	10
8	12	12

The prescribed tasks in Question Two at Foundation Tier and Question One at Higher Tier offer an opportunity for the candidate to write in three time frames. Successful use of these opportunities will give the candidate an opportunity to gain access to the higher quality mark bands. Items of communication containing obviously incorrect / ambiguous time frames / tenses will not score for Communication.

- To score 5 marks for Accuracy there must be some attempt to refer to different time frames.
- To score 7 marks the references to different time frames must be clear.
- To score 9 marks verbs and time frames must be generally accurate.

**The maximum mark for the Foundation Tier paper is 26.**

**HIGHER TIER**

**Both questions are assessed for Communication using the same criteria as at Foundation Tier.**

- 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.
- Further details of how to award the marks for Communication will be given in the Part 2 Mark Scheme.

<i>Marks</i>	<i>Degree of Communication</i>	<i>Explanation</i>
0	Nothing of merit: fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.	
1-2	Communicates a <b>little</b> basic information (eg simple facts).	Some brief, simple facts are communicated in relation to one or two of the tasks set.
3-4	<b>Some</b> basic information is conveyed; occasional additional details conveyed (eg description, simple opinion).	Some longer descriptions or simple facts conveyed in relation to several of the tasks set.
5-6	Communicates clearly <b>quite a lot</b> of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.	Some extended description in more than one of the tasks set. Simple facts conveyed in relation to all of the tasks set.
7-8	Communicates <b>a lot</b> of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.	Full descriptions in relation to all of tasks set.

At Higher Tier the whole script is marked globally for Quality of Language. Each script is marked out of 12 marks for Range and Complexity and 12 marks for Accuracy according to the table below. These two marks are then totalled, multiplied by 3 and divided by 4 to give a Quality of Language mark of 18.

<b>Quality of Language</b>		
<b>Mark</b>	<b>Range &amp; Complexity</b>	<b>Accuracy</b>
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1-2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3-4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5-6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7-8	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.	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.
9-10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses are used more regularly and with increasing success.	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.
11-12	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.	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 following restrictions apply in the award of marks for Range and Complexity and Accuracy:

Maximum Communication Mark	Maximum Range & Complexity Mark	Maximum Accuracy Mark
0	0	0
4	6	6
8	8	8
12	10	10
16	12	12

- To score 5 marks for Accuracy there must be some attempt to refer to different time frames.
- To score 7 marks the references to different time frames must be clear.
- To score 9 marks verbs and time frames must be generally accurate.

**The maximum mark for the Higher Tier paper is 34.**

## Writing Tests – PART TWO

### Foundation Tier

The maximum mark for the paper is 26

### Question 1

#### Part A

(2 marks)

This question is assessed for Communication only.

Marks	Degree of Communication
0	No understandable words
1	1-2 understandable words
2	3-4 understandable words

In Part A accept all **understandable** words for school items. Tick each word you accept.

Only consider the **first** four items written by the candidate.

NB: When awarding marks *ein Bleistift* is the example.

(a)	Make a list <b>in German</b> of <b>four</b> further items your German exchange partner will need to take for a day at your school tomorrow.		
	<p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>Anything that might credibly be brought for use in school;</li> <li>Single vocabulary items – no need for definite or indefinite articles or quantities;</li> <li>Where articles are used, they need not be correct provided they do not confuse or render answers ambiguous.</li> <li>Nouns with or without a capital letter.</li> <li>Nouns without umlaut provided it does not confuse or render answer ambiguous.</li> <li><u>One</u> brand name only in list of four eg. Fanta</li> </ul> <p><b>Reject:</b></p> <ul style="list-style-type: none"> <li>Anything that would not credibly be needed for a day at school;</li> <li>Anything in a language other than German.</li> <li>Any incorrect spelling of the noun.</li> </ul>		
	2	1	0
	Three or four words communicated	One or two words communicated	No words communicated

**Parts B and C**

**(4 marks)**

These sections are assessed for Communication only.

(b)	i) Write a short sentence <b>in German</b> , saying what your favourite school subject is. ii) Write a short sentence <b>in German</b> , saying why you like it.	
	<p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>For i), a short sentence about their favourite school subject. Eg Mein Lieblingsfach ist Kunst. Ich habe Mathe gern. Ich mag Mathe.</li> <li>If candidates say they like several subjects this is acceptable, even if they say e.g. Mein Lieblingsfach ist Englisch und Kunst.</li> <li>For ii), a short sentence about why they like it. Eg. Deutsch ist super. Er/Sie/Es ist gut. Der Lehrer ist sehr freundlich etc.</li> </ul> <p><b>Reject:</b></p> <ul style="list-style-type: none"> <li>Verbs in inappropriate tense.</li> <li>For i), sentences which do not include an indication of liking the subject eg. Ich lerne Deutsch</li> <li>For i) answers using the du/er/sie/es/ Sie forms of the verb i.e. must be ich or the subject.</li> <li>Answers where subjects are clearly spelt in English e.g. Drama.</li> <li>Sentences without a verb or one word answers.</li> <li>Es ist ein gut – i.e. without a noun.</li> <li>Mein Lieblings ist Deutsch i.e. without “fach”.</li> </ul>	
2	1	0
Both tasks communicated	One task communicated	Neither task communicated

c)	i) Write a short sentence <b>in German</b> , giving <b>two</b> details about your school. ii) Write a short sentence <b>in German</b> , saying what you think of your school.	
	<p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>For i), award one mark for TWO details about their school. Eg. Meine Schule ist klein und hat siebzig Schüler.</li> <li>Answers which just refer to die Schule or er/sie/es.</li> <li>For ii), award 1 mark for a short sentence about what they think of the school. Eg. Meine Schule ist altmodisch. Ich mag die Schule nicht.</li> </ul> <p><b>Reject:</b></p> <ul style="list-style-type: none"> <li>Verbs in inappropriate tense.</li> <li>For i), answers referring to deine Schule.</li> <li>Also reject answers with only one detail.</li> <li>Es ist ein groß (without a noun).</li> <li>Sentences without a verb or one word answers e.g. ich gern Mathe.</li> </ul>	
2	1	0
Both tasks communicated	One task communicated	Neither task communicated

**Question 2**

**(8 marks – Communication)**  
**(12 marks – Quality of Language)**

A mark between 0 and 8 will be awarded for Degree of Communication and a further 12 marks for Quality of Language.

There are 3 tasks. Any information relevant to these tasks will be rewarded. The point at which the task has been successfully completed will be indicated within the body of the text with a tick and the number/ letter of the task.

Unambiguous sentences without a verb should be credited for communication only.

**N.B.** Although candidates are required to write a letter, there is no penalty for not setting out their answer in a letter format.

**Communication**

1	Beschreib dein Haus und wo er/sie schlafen wird.	
<b>Accept</b>		<b>Reject</b>
<p>The first part requires a piece of information which gives a detail about the house. It is expected that this will be in the present tense. Eg. Mein Haus liegt in der Mitte der Stadt. No marks can be awarded for answers which make reference to Dein Haus.</p> <p>The second part requires a piece of information which tells the exchange partner where they are going to sleep. It is expected that this will be in the future time frame. Eg Du wirst in meinem Schlafzimmer schlafen. However answers in the present tense may be equally acceptable. Eg Du kannst in meinem Schlafzimmer schlafen.</p>		

2	Beschreib deine Pläne für das Wochenende bei dir und warum.	
<b>Accept</b>		<b>Reject</b>
<p>The candidate is required to describe one or several planned activities for the weekend. Answers are expected to be in the future time frame, but either the future tense or a future time indicator plus present tense is equally acceptable. It is expected that answers will use either the <b>ich</b> or <b>wir</b> verb form and <b>corresponding possessives</b>.</p> <p>The second part requires the candidate to express an opinion or give a view about what was related in the previous section. Candidates may use any time frame in their response.</p>		

3	Beschreib, was du in den Schulferien Ende April gemacht hast.	
<b>Accept</b>		<b>Reject</b>
<p>This question is clearly set in the past and therefore requires the past time frame in the candidate's response. <b>Each</b> clear piece of information about something the candidate did in the April school holidays can count towards the global assessment of Communication. They do not have to mention Easter. It is expected that answers will be many and varied from having studied for their GCSEs, to having slept in bed, to having been to Spain, to having worked in a shop etc.</p>		

### Communication

Communication marks are awarded according to the communication criteria grid below.

<i>Marks</i>	<i>Degree of Communication</i>	<i>Explanation</i>
0	Nothing of merit: fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.	
1-2	Communicates a <b>little</b> basic information (eg simple facts).	Some brief, simple facts are communicated in relation to one or two of the tasks set.
3-4	<b>Some</b> basic information is conveyed; occasional additional details conveyed (eg description, simple opinion).	Some longer descriptions or simple facts conveyed in relation to several of the tasks set.
5-6	Communicates clearly <b>quite a lot</b> of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.	Some extended description in more than one of the tasks set. Simple facts conveyed in relation to all of the tasks set.
7-8	Communicates <b>a lot</b> of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.	Full descriptions in relation to all of tasks set.

### Quality of Language

Quality of Language marks are awarded according to the Quality of Language criteria grid below.

<i>Quality of Language</i>		
<b>Mark</b>	<b>Range &amp; Complexity</b>	<b>Accuracy</b>
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1-2	The vocabulary and structures used are simple, often repetitive, limited in range and may often contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors
3-4	Vocabulary is appropriate to the basic need of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5-6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempts to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7-8	There is some variety in the use of vocabulary and there are 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.	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.
9-10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	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.
11-12	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.	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.
5-6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempts to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.

7-8	There is some variety in the use of vocabulary and there are 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.	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.
9-10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	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.
11-12	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.	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 following restrictions apply in the award of marks for Quality of Language.

Max. Communication mark	Max. Range & Complexity mark	Max. Accuracy mark
0	0	0
1-2	6	6
3-4	8	8
5-6	10	10
7-8	12	12

Marks are given out of 12 for Range and Complexity and out of 12 for Accuracy. The resulting mark out of 24 is divided by 2 to give a total mark out of 12 for Quality of Language.

### *Higher Tier*

**The maximum mark for the paper is 34**

**Question 1****(8 marks – Communication)****(12 marks – Quality of Language for Questions 1 and 2)**

A mark between 0 and 8 will be awarded for Degree of Communication. The mark for Quality of Language is awarded globally for questions 1 and 2 together.

There are 3 tasks. Any information relevant to these tasks will be rewarded.

Unambiguous sentences without a verb should be credited for Communication.

**The point at which the task has been successfully completed will be indicated within the body of the text.**

**N.B.** Although candidates are required to write a letter, there is no penalty for not setting out their answer in a letter format.

**Communication**

1	Beschreib dein Haus und wo er / sie schlafen wird	
Accept	Reject	
<p>The first part requires a piece of information which gives a detail about the house. It is expected that this will be in the present tense. Eg. Mein Haus liegt in der Mitte der Stadt. No marks can be awarded for answers which make reference to Dein Haus.</p> <p>The second part requires a piece of information which tells the exchange partner where they are going to sleep. It is expected that this will be in the future time frame. Eg Du wirst in meinem Schlafzimmer schlafen. However answers in the present tense may be equally acceptable. Eg Du kannst in meinem Schlafzimmer schlafen.</p>		



2	Beschreib deine Pläne für das Wochenende bei dir und warum	
	<b>Accept</b>	<b>Reject</b>
	<p>The candidate is required to describe one or several planned activities for the weekend. Answers are expected to be in the future time frame, but either the future tense or a future time indicator plus present tense is equally acceptable. It is expected that answers will use either the ich or wir verb form and corresponding possessives.</p> <p>The second part requires the candidate to express an opinion or give a view about what was related in the previous section. Candidates may use any time frame in their response.</p>	

3	Beschreib, was du in den Schulferien Ende April gemacht hast.	
	<b>Accept</b>	<b>Reject</b>
	<p>This question is clearly set in the past and therefore requires the past time frame in the candidate's response. <b>Each</b> clear piece of information about something the candidate did in the April school holidays can count towards the global assessment of communication. They do not have to mention Easter. It is expected that answers will be many and varied from having studied for their GCSEs, to having slept in bed, to having been to Spain, to having worked in a shop etc.</p>	<p>Answers using du or dein</p>

## Communication

Communication marks are awarded according to the communication criteria grid below.

<i>Marks</i>	<i>Degree of Communication</i>	<i>Explanation</i>
0	Nothing of merit: fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.	
1-2	Communicates a <b>little</b> basic information (eg simple facts).	Some brief, simple facts are communicated in relation to one or two of the tasks set.
3-4	<b>Some</b> basic information is conveyed; occasional additional details conveyed (eg description, simple opinion).	Some longer descriptions or simple facts conveyed in relation to several of the tasks set.
5-6	Communicates clearly <b>quite a lot</b> of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.	Some extended description in more than one of the tasks set. Simple facts conveyed in relation to all of the tasks set.
7-8	Communicates <b>a lot</b> of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.	Full descriptions in relation to all of tasks set.

### Question 2

(8 marks – Communication)

There are 8 tasks. Any information relevant to these 8 tasks will be rewarded.

A mark between 0 and 8 will be awarded for Degree of Communication.

The point at which the task has been successfully completed will be indicated within the body of the text.

1	Dein Arbeitspraktikum – wo?	
	<b>Accept</b>	<b>Reject</b>
	The candidate is expected to state where their work experience took place. Candidates are expected to use a past time frame in their response.	

2	Was hast du gemacht?	
	<b>Accept</b>	<b>Reject</b>
	The candidate is expected to describe what they did during their work experience. This may be a single activity or several. Candidates are expected to use a past time frame in their response.	

3	Wie war es für dich?	
	<b>Accept</b>	<b>Reject</b>
	The candidate is expected to express an opinion or give a view about their work experience. These may be many and varied. Candidates must use the past time frame although there may be occasions where the present would be equally suitable, perhaps in a comment or observation.	

4	Deine Schularbeit – wie ist sie jetzt?	
	<b>Accept</b>	<b>Reject</b>
	The candidate is expected to express an opinion or give a view about their school work. Alternatively, they may choose to describe the status quo factually. Candidates are expected to use the present time frame in their response.	

5	Könntest du mehr machen?	
	<b>Accept</b>	<b>Reject</b>
	The candidate is expected to express an opinion or give a view about whether they could do more at school or with their school work. Candidates are expected to use the conditional but due to the nature of what is being stated, a future or present time frame may be acceptable for communication purposes.	

6	Deine Zukunft – Was sind deine Pläne für September?	
<b>Accept</b>		<b>Reject</b>
The candidate is expected to express their plans for the immediate future. Candidates are expected to use a future time frame, but the present may be acceptable for communication purposes.		

7	Was ist dein Traumberuf?	
<b>Accept</b>		<b>Reject</b>
The candidate is expected to state what their dream job is. This can either be an imaginary, idealistic job, or a realistic choice. The candidate could also state that they have no dream job. Candidates are expected to use a present time frame in their response.		

8	Warum?	
<b>Accept</b>		<b>Reject</b>
The candidate is expected to state why they have chosen their dream job. This can either be an imaginary, idealistic reason or a realistic one. The candidate could also state that they have no real reason for their choice. Candidates are expected to use a present time frame in their response, however other time frames may be acceptable for communication purposes.		

<i>Marks</i>	<i>Degree of Communication</i>	<i>Explanation</i>
0	Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.	
1-2	Communicates a <b>little</b> basic information (eg simple facts).	Some brief, simple facts are communicated in relation to one or two of the tasks set.
3-4	<b>Some</b> basic information is conveyed; occasional additional details conveyed (eg description, simple opinion).	Some longer descriptions or simple facts conveyed in relation to several of the tasks set.
5-6	Communicates clearly <b>quite a lot</b> of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.	Some extended description in more than one of the tasks set. Simple facts conveyed in relation to all of the tasks set.
7-8	Communicates <b>a lot</b> of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.	Full descriptions in relation to all of tasks set.

### Quality of Language

#### Questions 1 & 2

**18 marks**

A mark between 0-18 will be awarded globally over both questions for Quality of Language.

<b><i>Quality of Language</i></b>		
<b>Marks</b>	<b>Range &amp; Complexity</b>	<b>Accuracy</b>
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1-2	The vocabulary and structures used are simple, often repetitive, limited in range and may often contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors
3-4	Vocabulary is appropriate to the basic need of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5-6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempts to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7-8	There is some variety in the use of vocabulary and there are 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.	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.
9-10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	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.
11-12	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.	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 following restrictions apply in the award of marks for Quality of Language:

<b>Max. Communication mark</b>	<b>Max. Range &amp; Complexity mark</b>	<b>Max. Accuracy mark</b>
0	0	0
1-4	6	6
5-8	8	8
9-12	10	10
13-16	12	12

The mark for Range & Complexity and Accuracy are added together to give a mark out of 24. This mark is then multiplied by 3 and divided into 4 to give a Quality of Language mark out of 18. (Half marks are rounded up).

- To score 5 marks for accuracy there must be some attempt to refer to different time frames.
- To score 7 marks the references to different time frames must be clear.
- To score 9 marks verbs and time frames must be generally accurate.

### **Module 4 Writing – Higher Tier – Quality of Language**

#### **Scaling Table**

<b>Raw Mark</b>	<b>Scaled Mark</b>	<b>Raw Mark</b>	<b>Scaled Mark</b>
0	0		
1	1	13	10
2	2	14	11
3	2	15	11
4	3	16	12
5	4	17	13
6	5	18	14
7	5	19	14
8	6	20	15
9	7	21	16
10	8	22	17
11	8	23	17
12	9	24	18