



General Certificate of Secondary Education

German 3662

Specification B

36604/W Module 4 Writing

Mark Scheme

2005 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.

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.

WRITING MARK SCHEME – 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	12	20
Question 2	8	12	20
Total	16	24	40

3. Foundation Tier

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.

4. 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 little basic information (eg simple facts).	Some brief, simple facts are communicated in relation to one or two of the tasks set.
3-4	Some 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 quite a lot 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 a lot 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.

5. 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.

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

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 little basic information (eg simple facts).	Some brief, simple facts are communicated in relation to one or two of the tasks set.
3-4	Some 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 quite a lot 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 a lot 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 mark for Quality of Language are awarded per question, 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.

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

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
2	6	6
4	8	8
6	10	10
8	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.

Half marks should be rounded up at the end of each question.

The maximum mark for the Higher Tier paper is 40.

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 places in town. Tick each word you accept.Only consider the **first** four items written by the candidate.NB: When awarding marks *das Kino* is the example.

(a)	Make a list in German of four further places you would like to visit in the German town.		
	<p>Accept:</p> <ul style="list-style-type: none"> Anything that might credibly be visited; Single vocabulary items – no need for definite or indefinite articles or quantities; Where articles are used, they need not be correct provided they do not confuse or render answers ambiguous. Nouns with or without a capital letter. Nouns without umlaut provided it does not confuse or render answer ambiguous. Other incorrect spellings of nouns, provided misspelling does not confuse or render answers ambiguous. <u>One</u> brand name only in list of four eg. Kaufhof <p>Reject:</p> <ul style="list-style-type: none"> Anything that would not credibly be visited; Anything in a language other than German. 		
	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 in German , saying what you eat at home in the evening. ii) Write a short sentence in German , saying what you do at home in the evening.	
	<p>Accept:</p> <ul style="list-style-type: none"> Answers in present tense For i), a short sentence about what they eat, ideally in the evening but anything is plausible. Eg Ich esse Fisch. One food item is sufficient for the mark. For ii), a short sentence about what they do at home. Eg. Ich sehe fern. Ich spiele Tischtennis etc. <p>Reject:</p> <ul style="list-style-type: none"> Verbs in inappropriate tense. For i), sentences which do not include an indication of eating eg. Ich habe Abendessen. For i) answers using the du/er/sie/es/ Sie pronouns reject i.e. must be ich or the subject. Answers without a verb or one word answers. 	
2	1	0
Both tasks communicated	One task communicated	Neither task communicated

c)	i) Write a short sentence in German , saying what clothes you wear, when you go out in the evening. 2) Write a short sentence in German , saying why you like these clothes.	
	<p>Accept:</p> <ul style="list-style-type: none"> Answers in present tense For i), award one mark for details about their clothes. Eg. Ich trage Jeans und Pulli. Accept any plausible items of clothing. Answers which just refer to one item of clothing. For ii), award 1 mark for a short sentence about why you like these. Eg. Jeans finde ich bequem. Ich mag Jeans. <p>Reject:</p> <ul style="list-style-type: none"> Verbs in inappropriate tense. For i), answers referring to deine Kleidung. Answers without a verb or one word answers e.g. ich gern Jeans. 	
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 6 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 answers without a finite 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	Describe yourself.		
2	Describe your good and bad points.		
		Accept	Reject
		<p>The first part requires a piece of information which gives details about the candidate. It is expected that this will be in the present tense. Eg. Ich habe lange braune Haare. Any possessive adjectives must be in the correct form. No marks can be awarded for answers which make reference to others. Eg. Du bist klein.</p> <p>The part two requires two pieces of information which describe the candidate's good and bad points. Eg Ich bin klug, aber manchmal laut. It is expected that this will be in the present tense although other tenses may be equally acceptable.</p>	

3	Describe your hobbies and interests.		
4	Explain why you like them		
		Accept	Reject
		<p>Part three requires the candidate to describe one or several hobbies and interests. Candidates may write about one or several hobbies and / or interests. Answers may be either in the singular or plural. Answers are expected to be in the present tense. It is expected that answers will use ich verb form and corresponding possessives. Accept both positive and negative.</p> <p>Part four requires the candidate to express an opinion or give a view about why they like what was related in the previous section. Candidates may use any time frame in their response.</p>	

5	Describe what you did last Friday night.
6	Describe your plans for this summer holiday.
Accept	
Reject	
<p>Part five is clearly set in the past and therefore requires the past time frame in the candidate's response. Any clear piece of information about something the candidate did last Friday night can count towards the global assessment of Communication. Accept also reference to last weekend. There should be some time indicator - last Friday or the night. It is expected that answers will be many and varied from having studied for their GCSEs, to having been to the disco, to having worked in a shop etc.</p> <p>Part six is clearly set in the future and therefore requires the future time frame in the candidate's response. Any clear piece of information about the candidate's plans for the coming summer holiday can count towards the global assessment of Communication. They do not have to mention the summer holidays specifically. It is expected that answers will be many and varied from will be working, will be going on holiday, to will be staying at home.</p>	

Communication

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

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 little basic information (eg simple facts).	Some brief, simple facts are communicated in relation to one or two of the tasks set.
3-4	Some 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 quite a lot 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 a lot 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.

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 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 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
2	6	6
4	8	8
6	10	10
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 40****Question 1****(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 6 tasks. Any information relevant to these tasks will be rewarded.

Unambiguous answers without a finite 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	Describe yourself.	
2	Describe your good and bad points.	
Accept		Reject
<p>The first part requires a piece of information which gives details about the candidate. It is expected that this will be in the present tense. Eg. Ich habe lange braune Haare. Any possessive adjectives must be in the correct form. No marks can be awarded for answers which make reference to others. Eg Du bist klein.</p> <p>The part two requires two pieces of information which describe the candidate's good and bad points. Eg Ich bin klug, aber manchmal laut. It is expected that this will be in the present tense although other tenses may be equally acceptable.</p>		

3	Describe your hobbies and interests.	
4	Explain why you like them	
Accept		Reject
<p>Part three requires the candidate to describe one or several hobbies and interests. Candidates may write about one or several hobbies and / or interests. Answers may be either in the singular or plural. Answers are expected to be in the present tense. It is expected that answers will use ich verb form and corresponding possessives. Accept both positive and negative.</p> <p>Part four requires the candidate to express an opinion or give a view about why they like what was related in the previous section. Candidates may use any time frame in their response.</p>		

5	Describe what you did last Friday night.		
6	Describe your plans for this summer holiday		
Accept		Reject	
<p>Part five is clearly set in the past and therefore requires the past time frame in the candidate's response. Any clear piece of information about something the candidate did last Friday night can count towards the global assessment of Communication. Accept also reference to last weekend. There should be some time indicator - last Friday or the night. It is expected that answers will be many and varied from having studied for their GCSEs, to having been to the disco, to having worked in a shop etc.</p> <p>Part six is clearly set in the future and therefore requires the future time frame in the candidate's response. Any clear piece of information about the candidate's plans for the coming summer holiday can count towards the global assessment of Communication. They do not have to mention the summer holidays specifically. It is expected that answers will be many and varied from will be working, will be going on holiday, to will be staying at home.</p>			

Question 2**(8 marks – Communication)
(12 marks – Quality of Language)****There are 8 tasks. Any information relevant to these 8 tasks will be rewarded and a further 12 marks for Quality of Language.****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	Wie verstehst du dich mit deinen Eltern?	
	Accept	Reject
	The candidate is expected to state how they get on with their parents and is expected to be in the present tense. The candidate may respond positively or negatively or both.	A basic description of the candidate's parents.

2	Warum sind dir deine Freunde wichtig?	
	Accept	Reject
	The candidate is expected to give a reason why their friends are important to them. This may be a single friend or several. Accept also a general statement on the importance of friend(s), even if not specifically relating to the candidate. Candidates are expected to use a present tense in their response.	Any negative statement about friends.

3	Welche Probleme hatten deine Freunde letzte Woche mit Alkohol oder Zigaretten?	
	Accept	Reject
	The candidate is expected to describe the problems experienced by their friend/friends on either or both of these issues. These may be many and varied, a single or many problems. 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. A simple statement saying their friends have no problems may be credited but will not be considered full communication unless it is expanded with details or reasons.	Answers using Ich, du or wir.

4	Und du persönlich?	
	Accept	Reject
	The candidate is expected to express an opinion or give a view about part three above but from their own point of view. Candidates are expected to use the past tense. They may be credited with similar ideas communicated as in part three above because the verb form and possessive adjectives will be different, although obviously different ideas expressed will receive greater credit.	Answers using er, sie (third person) or sie (plural)

5	Ist Mode für alle jungen Leute wichtig?	
	Accept	Reject
	The candidate is expected to express an opinion or give a view about the importance or not of fashion for younger people in general or they may choose to answer this from their own point of view. Candidates are expected to use the present tense but due to the nature of what is being stated, a future or past time frame may be acceptable for communication purposes.	

6	Wie wird dein Leben in 10 Jahren sein?	
	Accept	Reject
	The candidate is expected to express their idea(s) of what THEIR life may be like in the future. It is important that it is their views or description of their life in TEN years time and not the immediate future of sixth form or university. Candidates are expected to use a future time frame, but the present tense with a correct time indicator may be acceptable for communication purposes.	Any description of their plans for the immediate future, like university or sixth form. Any description of life in general in the future unless specifically related to the candidate.

Communication

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 little basic information (eg simple facts).	Some brief, simple facts are communicated in relation to one or two of the tasks set.
3-4	Some 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 quite a lot 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 a lot 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

A mark between 0-12 will be awarded for each question for Quality of Language.

Quality of Language		
Marks	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 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 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 at Higher Tier.

Max. Communication mark	Max. Range & Complexity mark	Max. Accuracy mark
0	0	0
2	6	6
4	8	8
6	10	10
8	12	12

The mark for Range & Complexity and Accuracy are added together to give a mark out of 24. This mark is then divided by 2 to give a total mark out of 12 for Quality of Language.

- 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.