



# **General Certificate of Secondary Education**

## **German 4662** *Specification B*

### **Module 4 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.

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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**MODULE FOUR****WRITING TESTS – FOUNDATION AND HIGHER TIERS****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.

**MARK ALLOCATION**

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

<b>Higher</b>	<b>Communication</b>	<b>Quality of Language</b>	<b>Total</b>
Question 1	8	12	20
Question 2	8	12	20
<b>Total</b>	<b>16</b>	<b>24</b>	<b>40</b>

**Foundation Tier****3. Question 1**

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

**Question 1a (List Question):**

<b>Marks</b>	<b>Degree of Communication</b>
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 2**

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.

<b>Marks</b>	<b>Degree of Communication</b>	<b>Explanation</b>
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.

## 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 <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 a <b>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 mark for Quality of Language are awarded per question, according to the criteria below.

<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.

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.



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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****Question 1****Part A****(2 marks)**

This question is assessed for Communication only.

Task: You are doing a transport survey. Make a list in **German** of **four** different methods of transport.

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. Tick each word you accept.

Mark only the **first four** items written by the candidate.

1(a)	
	<p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>• Any credible method of transport.</li> <li>• Single vocabulary items – no need for definite or indefinite articles.</li> <li>• Where articles are used, they need not be correct provided they do not confuse or make the answer ambiguous.</li> <li>• Nouns with or without a capital letter.</li> <li>• Nouns without umlaut provided it does not confuse or make the answer ambiguous.</li> <li>• Other incorrect spellings of nouns, provided misspelling does not confuse or make the answer ambiguous.</li> <li>• (zu) <i>Fuß, Fuss</i>.</li> </ul> <p><b>Reject:</b></p> <ul style="list-style-type: none"> <li>• Anything in a language other than German.</li> <li>• Any verb.</li> </ul> <p>NB: When awarding marks <i>Straßenbahn</i> is the example.</p>

**Parts B & C**

**(4 Marks)**

These sections are assessed for Communication only.

1(b)(i)	<b>What your hobby is.</b>	
	<p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>Answers in the present tense.</li> </ul> <p><b>Reject:</b></p> <ul style="list-style-type: none"> <li>Answers in the wrong tense.</li> <li>Answers with the wrong pronoun (<i>du/er/sie/es</i>).</li> <li>Answers without a verb or one word answers.</li> <li>Answers with <i>dein Hobby</i>. Key word in English.</li> </ul>	
	1	0
	<b>Task communicated</b>	<b>Task not communicated</b>

1(b)(ii)	<b>When you do your hobby.</b>	
	<p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>Answers in the present or past tense.</li> <li>Answers with a number (<i>um 7 Uhr</i>).</li> <li>Answers including time phrases with incorrect or no preposition.</li> </ul> <p><b>Reject:</b></p> <ul style="list-style-type: none"> <li>Answers with the wrong pronoun (<i>du/er/sie/es</i>).</li> <li>Answers without a verb or one word answers.</li> </ul>	
	1	0
	<b>Task communicated</b>	<b>Task not communicated</b>

1(c)(i)	<b>What you think of your hobby.</b>	
	<p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>Logical contradictory element (<i>Ich laufe Ski. Es ist kalt</i>).</li> <li>Answers in the present tense.</li> <li>Any acceptable positive opinion.</li> </ul> <p><b>Reject:</b></p> <ul style="list-style-type: none"> <li>A list of hobbies.</li> <li>A negative opinion on its own.</li> <li>Answers without a verb or one word answers.</li> <li>Answers including <i>deine / ich gern....</i></li> <li>Answers including is.</li> </ul>	
	1	0
	<b>Task communicated</b>	<b>Task not communicated</b>

1(c)(ii)	<b>Where you do your hobby.</b>	
	<p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>• Answers in the present tense.</li> <li>• Any appropriate location.</li> </ul> <p><b>Reject:</b></p> <ul style="list-style-type: none"> <li>• Answers without a verb or one word answers.</li> <li>• Answers with <i>deine</i>.</li> <li>• Any answer not including a where element.</li> <li>• Inappropriate use of prepositions: <i>unter dem Park</i>.</li> </ul>	
	1	0
	<b>Task communicated</b>	<b>Task not communicated</b>

**Question 2 Foundation Tier / Question 1 Higher Tier**

**(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 relevant information on these tasks will be rewarded. 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**

<b>1</b>	<b>What sort of school you go to</b>	
	<b>Accept</b>	<b>Reject</b>
	<p>Candidates must respond to <u>what sort of</u> element.</p> <p>If the candidate states whether the school is good or bad.</p>	<p>The name of the school only.</p>

<b>2</b>	<b>What your favourite subject is and why</b>	
	<b>Accept</b>	<b>Reject</b>
	<p>A logical contradictory element. (<i>Mein Lieblingsfach ist Geschichte. Der Lehrer ist streng</i>).</p> <p>Any acceptable reason.</p>	<p>A list of subjects.</p> <p>Negative opinion.</p> <p>Any English subjects.</p>

<b>3</b>	<b>Your opinion about your school uniform</b>	
	<b>Accept</b>	<b>Reject</b>
	<p>Candidates must give at least one opinion about their uniform. The opinion can be either positive or negative.</p>	<p>A list of items worn to school with no opinion.</p> <p>Any English. <i>Ich gern die Uniform</i>.</p>

4	Your opinion about rules in your school	
	Accept	Reject
	Candidates must give at least one opinion about rules in school. The opinion can be positive or negative.	A list of rules.

5	What you did last week in school	
	Accept	Reject
	Past tense reference essential. Reference to last week not essential.	Wrong tense. Past time phrase plus present eg <i>Gestern ich gehe.....</i> Any activity not related to school eg an account of a holiday in the past. <i>Ich war in der Schule</i> on its own. The task asks for <u>what you did</u> , <b>NOT</b> <u>where you were</u> . Answers with was.

6	What your plans for September are	
	Accept	Reject
	Reference to the future essential. Future tense not needed. <i>ich mochte</i> (no umlaut).	Future reference to summer holidays. Answers containing <i>ich bin gehen...</i>

**Question 2 Higher Tier**

**(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 relevant information on these tasks will be rewarded. The point at which the task has been successfully completed will be indicated within the body of the text.

**Communication**

<b>1</b>	<b>Wie war die Reise nach Deutschland?</b>	
	<b>Accept</b>	<b>Reject</b>
	A description of a trip to Germany. N.B. Candidates may interpret <i>Reise</i> as the whole trip, or just the journey. Either interpretation is acceptable. The past tense is expected. Single word opinions should be given credit: e.g. <i>Die Reise war toll.</i>	An account of a visit to a country other than Germany.

<b>2</b>	<b>Was hast du während der Reise gemacht?</b>	
	<b>Accept</b>	<b>Reject</b>
	Any relevant activity / activities in the past tense. Past tense essential.	An account in the present tense.

<b>3</b>	<b>Beschreib, wo dein Freund/deine Freundin wohnt – und deine Meinung dazu</b>	
	<b>Accept</b>	<b>Reject</b>
	A description plus an opinion.	A list of buildings.

<b>4</b>	<b>Gab es Probleme mit deinem Freund/deiner Freundin?</b>	
	<b>Accept</b>	<b>Reject</b>
	A description of a problem/problems. Past tense is expected but some description in present tense may be acceptable.  e.g. <i>Mein Freund raucht und das gefällt mir nicht.</i>  <i>Es gab keine Probleme mit meinem Freund / meiner Freundin.</i>	A list of problems. <i>Es gab Probleme</i>

5	Was war das Beste am Urlaub?	
	Accept	Reject
	Any acceptable detail/details Answers should be in the past tense but present tense may be acceptable e.g. <i>Hamburg ist eine schöne Stadt.</i>	A negative account.

6	Was wirst du machen, um im Sommer Geld zu verdienen?	
	Accept	Reject
	Future reference essential. Future tense not essential. Any acceptable activity. Reference to summer or next year..	Any answer not containing a reference to the future.

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.
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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.

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.
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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.



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The following restrictions apply in the award of marks for Range and Complexity and Accuracy:

<b>Max. Communication Mark</b>	<b>Max. Range &amp; Complexity Mark</b>	<b>Max. Accuracy Mark</b>
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.**