



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCSE

### German A

### 3667 (Short Course)

### Writing tests

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**WRITING TESTS - FOUNDATION AND HIGHER TIERS**

**PART ONE**

**Principles of Marking**

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

**MARK ALLOCATION**

<b>Foundation</b>	<b>Communication</b>	<b>Quality of Language</b>	<b>Total</b>
List	2		2
Message	12	8	20
Letter	8	12	20
<b>Total</b>	<b>22</b>	<b>20</b>	<b>42</b>

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

**FOUNDATION TIER QUESTION 1 - List Question**

This question will be assessed for Communication only.

<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

**QUESTION 2 - Message Question**

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

***DEGREE OF COMMUNICATION***

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

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

***QUALITY OF LANGUAGE***

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

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

Maximum mark 12 + 8 = 20

### QUESTION 3 - Letter Question

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

#### **DEGREE OF COMMUNICATION**

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

#### **Tasks to Marks - Degree of Communication**

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

**QUALITY OF LANGUAGE**

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

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

The maximum mark for the Foundation Tier Paper is 42.

HIGHER TIER

**QUESTION 1**

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

**QUESTION 2**

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

***DEGREE OF COMMUNICATION***

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

**Tasks to Marks - Degree of Communication**

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

**QUALITY OF LANGUAGE**

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

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

The maximum mark for the Higher Tier paper is 40.

## Writing – Part 2 Mark Scheme

### Foundation Tier

#### Question 1

1 Task:

1 Nouns describing shopping items		
2	1	0
3-4 words correct without ambiguity	1-2 words correct without ambiguity	0 understandable words

Accept	Reject
Any acceptable item of food/clothing <i>Hänchen</i> <i>Schokolade</i> <i>Fleisch</i> <i>Essen</i> <i>Basketball</i> <i>Stift</i> <i>Pommes Frietts</i> <i>Schue</i> <i>Tomatan</i> <i>Ball</i> <i>Höse</i> Max 2 Brand names <i>CDs</i> <i>Fernsehen</i> <i>Auto</i> <i>Hund</i>	<i>Brockwurst</i> <i>Applesaft</i> Any English Rollershoe <i>Karrot</i> Netball <i>Schulepulle</i> <i>Pulle</i> <i>Linel</i> <i>Stief</i> <i>Raneingummi</i> <i>Schlif</i>

**2 marks**



**Question 2**

6 Tasks:

<b>1</b>	<b>Where the club is</b>		
	<b>2</b>	<b>1</b>	<b>0</b>
	<i>Der Jugendklub ist in der Stadtmittle</i> <i>Es ist in die Nahe von meine Haus.</i> <i>Es ist in der Nahe von (named town)</i> <i>Ein Klub/Club ist in der Stadt.</i>	<i>In der Stadtmittle</i> <i>Mine Jugendklub ist im Manchester.</i> <i>Das Klub ist in ein Dortmund</i>	<i>Stadtmittle</i> <i>Die Klub ist dein Klub Hamburg (on own)</i> <i>Der Klub ist habe Dortmund</i> <i>Dein Klub ist in...</i> Must have a reference to Y. Club not just a town. <i>Ich bin in die Stadt.</i>

<b>2</b>	<b>How many members does the club have</b>		
	<b>2</b>	<b>1</b>	<b>0</b>
	<i>Der Jugendklub hat zweihundert Mitglieder.</i> <i>15 Mitgleid</i> <i>Mitgleider ist hundert</i> <i>accept figure or written.</i>	<i>Jugendklub hat viele vierzehn Mitgleiber</i> <i>Der Klub hast 10 Mitglieds</i> Anything with <i>hast</i> (1) <i>Es gibt zehn Manchen</i>	20

<b>3</b>	<b>How you get to the club</b>		
	<b>2</b>	<b>1</b>	<b>0</b>
	<i>Ich fahre mit dem Bus</i> <i>Ich gehe mit Auto</i> <i>Ich kommer mit dem Auto</i> Accept correct directions <i>Ich bin mit dem Auto</i>	<i>Mit dem Bus</i> <i>Ich komme ins einem Auto</i> <i>Ich gehe ins dem Auto</i> <i>Ich gehen erste rechts um die Ecker</i> <i>Ich fahre in dem Auto</i> <i>Ich komme in einem Auto</i>	<i>Auto</i> <i>In mein car</i>

<b>4</b>	<b>What you can do at the club</b>		
	<b>2</b>	<b>1</b>	<b>0</b>
	<i>Ich spiele Fussball</i> Accept past tense <i>Ich bin Tennis gespielt</i> <i>Mann kann tanze</i> <i>Ich spiele + rc</i> Must be a sentence	<i>Ich kann spille Fußball</i> <i>Ich speile Fußball</i> <i>wie habe Tischtennis gespielt</i> <i>Du kannst + rc</i> Kann ich tanzen? <i>Du kannst spiele Tennis</i> <i>Du spielt Fußball</i> <i>Man kann...spielen</i>	Any list e.g. <i>Schwimmen, Badminton</i> <i>Was macher Fußball</i> <i>Fußball</i>

<b>5</b>	<b>How often you go to the club</b>		
	<b>2</b>	<b>1</b>	<b>0</b>
	<p><i>Ich gehe zweimal pro Woche</i> <i>Ich gehe Donnerstag</i></p>	<p><i>Gehen zweimal</i> <i>Ich gehe einz im drei Woche</i> <i>Ich gehe zwei Woche</i> <i>Ich gehe Wochenender</i> <i>Drei Tag am Woche</i> <i>Ich gehe mit drei Tag in weiner Woche</i> <i>Ich gehe zwei a Woche</i> <i>Ich gehst du Donnerstags</i></p>	<p><i>zwei</i> <i>Ich besuche die Klub am zwei Monaten pro Woch</i></p>

<b>6</b>	<b>Why you like the club</b>		
	<b>2</b>	<b>1</b>	<b>0</b>
	<p><i>Man kann viel Spass haben</i> <i>Es ist interessant/interressant</i> <i>Ich findest die Klub gut</i> <i>Der Klub ist gross</i> <i>Ich spiele Fußball</i> <i>Das ist gut</i> Accept a hobby if it is different to (d) for full marks <i>Es ist super</i></p>	<p><i>Der Jugendklub ist gut</i> <i>Der Klub <u>is</u> interessant</i> <i>Der Klub ist very toll</i></p>	<p><i>Gut</i> <i>Ich bin Sports speile</i> <i>It is freundlich</i> <i>Ich gern...</i></p>

**Foundation Tier Question 3/Higher Tier Question 1****Content**

8 tasks

1	<b>Say which subjects and why</b>	
	<b>Needs/ Accept</b>	<b>Reject</b>
1	<p>Need to mention more than one subject and must answer why. Development could be an extra opinion.</p> <p><i>Ich studiere Deutsch und Französisch. Ich mag beide Fächer. Ich finde sie interessant.</i> (D1)</p>	<p>Do not accept: <i>Ich sehr gern</i> + subject. There must be a verb.</p> <p>Candidates must answer which subjects they like. Subjects they <u>do not</u> like can be a development.</p> <p>Do not accept English.</p>

2	<b>Give your opinion about the teachers</b>	
	<b>Needs/ Accept</b>	<b>Reject</b>
2	<p>One opinion necessary. Development could be a further opinion.</p> <p><i>Die Lehrer sind alle freundlich. Sie sind auch hilfsbereit.</i> (D2)</p> <p><i>Ich finde die Lehrer nicht gut, weil er ist unpünktlich.</i></p> <p><i>Meine Lehrer ist gut und interessant</i></p> <p>Reference to <u>one</u> teacher acceptable</p>	

3	<b>Give your opinion about uniform</b>	
	<b>Needs/Accept</b>	<b>Reject</b>
3	<p>One opinion needed. Development could include a description of the uniform..</p> <p><i>Ich mag meine Uniform. Ich trage einen schwarzen Rock, eine Krawatte und eine Bluse</i> (D3).</p> <p>There must be an opinion. It is not enough to say you wear the uniform.</p> <p>Adjective endings are a problem. Accept as accomplishment of task, but refer also to accuracy mark: <i>Ich habe eine schwarz und weiss Rock.</i></p>	<p><i>Ich machst du nicht Uniform</i></p> <p><i>Die Uniform <u>is</u> gut.</i></p> <p><i>Ich mochte gern.</i></p> <p><i>Ich gern die Uniform.</i></p>

4	Say what you do at lunch	
Needs/Accept	Reject	
<p>Any acceptable activity. Development could be a further activity.</p> <p><i>Ich mache meine Hausaufgaben. Ich treffe mich mit Freunden. (D4).</i></p> <p>There must be an activity - not just an opinion.</p>	<p><i>Die Pause ist interessant.</i></p> <p><i>Ich speile mit Freunden.</i></p>	

5	Talk about yesterday in school	
Needs/Accept	Reject	
<p>Past tense essential. Development could be a further activity.</p> <p><i>Ich habe Tennis gespielt. Ich habe dem Deutschlehrer geholfen. (D5)</i></p> <p><i>Ich habe...gegangen</i></p> <p><i>Ich haben Federball gespielt</i></p>	<p>Present tense</p>	

6	Say what you will do in the summer holidays	
Needs/Accept	Reject	
<p>Reference to summer/holidays needed needed. Development could be an additional detail.</p> <p><i>Ich werde nach Sandsend fahren. Ich werde mit meiner Familie fahren. (D6)</i></p> <p>Accept present tense.</p> <p><i>In den Sommerferien werde ich nach Amerika gefahren.</i></p>	<p><i>Nächstes Jahr wurde ich...</i></p>	

7	Say what you will do in school next year and why	
Needs/Accept	Reject	
<p>Reference to school or college acceptable. Must have <u>why</u>.</p> <p><i>Ich werde nächstes Jahr mein Abitur machen weil ich einen guten Job haben möchte.</i></p> <p><i>Ich werde Deutsch studieren</i></p>		

8	Ask about homework in Germany	
	Needs/Accept	Reject
<p>One question needed. Development could be an additional question.</p> <p><i>Bekommst du Hausaufgaben? Kannst du sie machen? (D8)</i></p> <p><i>Muss du Hausaufgaben machen</i>  <i>Hast du Hausaufgaben</i>  <i>Wie viele Hausaufgaben bekommst du</i>  <i>Was Hausaufgaben hast du?</i></p>		<p><i>Die Hausaufgaben ist lange</i></p> <p><i>Wieviele Hausaufgaben in Deutschland? (no verb)</i></p>

**Higher Tier**

**Question 2**

**Content**

There are four tasks: 20 marks

1	<b>Give your opinion about town and reason</b>	
	<b>Needs/Accept</b>	<b>Reject</b>
	One opinion and one reason needed. Development could be an additional reason. (D1)	<i>Ich gern Birmingham</i>

2	<b>Say what tourists can do</b>	
	<b>Needs/Accept</b>	<b>Reject</b>
	One activity needed. Development could be a further activity. (D2)	

3	<b>Talk about last week</b>	
	<b>Needs/Accept</b>	<b>Reject</b>
	Reference to past tense needed. Development could be additional activities. (D3)	

4	<b>Say what your friend must bring and why</b>	
	<b>Needs/Accept</b>	<b>Reject</b>
	Both parts needed for full accomplishment of task. Development could be an additional item. (D4)	

## COURSEWORK

Each piece of work is assessed according to the following assessment criteria. Candidates submit two pieces of work, drawn from different Themes.

Marks	Degree of Communication
0	Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.
1 - 2	Communicates <b>a little</b> basic information (e.g. simple facts).
3 - 4	<b>Some</b> basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).
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.
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.

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.

### Quality of Language

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

Marks will be awarded out of 6 for each of Range/Complexity and Accuracy. The marks will be added to make a total out of 12 for Quality of Language. The Quality of Language marks will then be added to the Communication marks to give a total of 20 for each piece of work.

## Additional Guidance on Application of Assessment Criteria

### COMMUNICATION

- The mark for Communication determines the maximum mark for Quality of Language. Once the Communication mark has been awarded, the mark for Range/Complexity and the mark for Accuracy may not be more than one mark higher (e.g. 3 + 4 + 4).
- If a mark is awarded for Communication this will inevitably lead to the award of a mark for Range/Complexity and for Accuracy (e.g. 1 + 0 + 0 would not be possible).
- If a mark of 0 is awarded for Communication, no marks can be awarded for Range/Complexity or Accuracy.
- For the 5-6 band ‘descriptions and accounts’ are regarded as one concept.
- Candidates will have access to the 7-8 band provided there is at least one minimal example of each of ‘narration of events’, ‘full descriptions’, ‘justification of ideas’.

### QUALITY OF LANGUAGE

- The marks awarded for Range/Complexity and Accuracy are not interdependent.
- To score 4 marks or more for Range/Complexity candidates must refer successfully to a minimum of two time frames in each piece of work and refer to all three time frames across the three pieces as a whole. (The number of time frames used is assessed under Range/Complexity only and not under Accuracy. A candidate, therefore, producing only 1 time frame in a piece of work would be limited to a maximum mark of 3 for Range/Complexity, but could score 4 marks or more for Accuracy though this would probably be rare).

### GENERAL

- For candidates supplied with a template (whereby they only have to insert appropriate vocabulary items in order to complete the assignment) the mark awarded will be at best 2 + 1 + 1.
- Candidates writing the minimum recommended word length have access to the full mark range.