# GCSE 2004
## *June Series*

# AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

# Mark Scheme

# German A (Short Course)
## *(Writing)*

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 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**

| Foundation | Communication | Quality of Language | Total |
|---|---|---|---|
| List | 2 | | 2 |
| Message | 12 | 8 | 20 |
| Letter | 8 | 12 | 20 |
| Total | 22 | 20 | 42 |

| Higher | Communication | Quality of Language | Total |
|---|---|---|---|
| Letter | 8 | 12 | 20 |
| Question 2 | 8 | 12 | 20 |
| Total | 16 | 24 | 40 |

**FOUNDATION TIER QUESTION 1 - List Question**

This question will be assessed for Communication only.

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

Maximum mark - 2

## QUESTION 2 - Message Question

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

## DEGREE OF COMMUNICATION

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

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

## QUALITY OF LANGUAGE

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

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

Maximum mark 12 + 8 = 20

**QUESTION 3 - Letter Question**

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

### *DEGREE OF COMMUNICATION*

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

**Tasks to Marks - Degree of Communication**

| Tasks | Marks | Requirement | Degree of Communication |
|---|---|---|---|
| 0 | 0 | | Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated. |
| 1 | 1 | | Communicates *a little* basic information (e.g. simple facts). |
| 2 – 8 (0 Dev) | 2 | | |
| 3 - 8  (1 Dev) | 3 | | *Some* 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 *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. |
| 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 *a lot* of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view. |
| 7 - 8  (6 Dev) | 8 | Must include justification of an opinion, if not, revert to 6 marks | |

## QUALITY OF LANGUAGE

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

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

The maximum mark for the Foundation Tier Paper is 42.

**HIGHER TIER**

**QUESTION 1**

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

**QUESTION 2**

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

**DEGREE OF COMMUNICATION**

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

**Tasks to Marks - Degree of Communication**

| Tasks | Marks | Requirement | Degree of Communication |
|-------|-------|-------------|-------------------------|
| 0 | 0 | | Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated. |
| 1 – 4 (0 Dev) | 1 | | Communicates *a little* basic information (e.g. simple facts). |
| 1 - 4 (1 Dev) | 2 | | |
| 2 - 4 (2 Dev) | 3 | | *Some* 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 *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. |
| 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 *a lot* 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

**Foundation Tier**

**Question 1**                                                                                  **(2 marks)**

There is one task:

| 1 | Nouns describing items of food | |
|---|---|---|
| **Accept** | | **Do not accept.** |
| Fische | | Bom Boms |
| Würst | | Fritters |
| Fleisch | | Esses |
| Fleish | | Flesh |
| Pommes Fritte | | Coke |
| Shokolade | | Karrot |
| Tomatan | | Any English |
| Kase | | Brockwurst |
| Butter | | Chocolate |
| Apfel | | Chocolade |
| Obst | | Kasse |
| Bröt | | Kokolate |
| Salat | | Pommefries |
| Marmalarde | | Fish |
| Pomes | | Fliesh |
| Spaghetti | | Flisch |
| Oranges | | Brotwürst |
| Hamburger | | Burger(s) |
| Mineral wasser | | Küche |
| Butterbröt | | |

**Note:   0 marks = 0 understandable words**
**1 mark = 1-2 words correct without ambiguity**
**2 marks = 3-4 words correct without ambiguity**

**Question 2**                                                    **(20 marks)**
**12 marks Communication**
**8 marks Quality of Language**

There are 6 tasks each with a maximum of 2 marks:

| 1 | Say what your favourite hobby is. | | |
|---|---|---|---|
| **2** | **1** | **0** | |
| *Mein Lieblingshobby ist Fußball* <br><br> *Mein L**ei**blingshobby ist...* <br><br> *Mein Hobby ist...R/C* | *Lieblingshobby Tennis* <br><br> *Meine favourite hobby ist Fussball* <br><br> *Ich dein Hobby ist Tennis* <br><br> *Meine Lieblingsfach **is** Tischtennis* <br><br> *Meine ist Fussball* <br><br> *Mein Hobby ist Netball* <br><br> *Meine dein Hobbys sind* <br><br> *Miene findest Hobby ist...* <br><br> *Meine Lie**bsli**ng Hobby **is** Fussball* <br><br> *Meine Lebe Hobby sind Fussball* <br><br> *Meine Hobby ist eine Tisch Tennis* <br><br> *Mein Hobby ist Fussball Sp**ei**le* <br><br> *M**ie**n Hobby ist Fussball* <br><br> *Miene Hobby ist Rugby* | *Tennis* <br><br> *Ich viele Fussball* <br><br> *Mine Leablingsfact hobby ist Fussball* <br><br> *Mein Hobby ist swimbad* <br><br> *Mein facen hobbe ist Fussball spelen* <br><br> *Meine Lieblingshobby ist Fütball* <br><br> *Ich spiele Fuzbol* | |

- **If a candidate gives two hobbies – 1 correct and 1 incorrect – take the correct hobby**

| 2 | **Say when you do that.** | |
|---|---|---|
| **2** | **1** | **0** |
| *Ich spiele am Samstag Fussball* | *Ich sp**ei**le Samstag Fussball* | *Samstag* |
| *Ich höre Musik zwei Stunde pro Tag* | *Ich mache in Wochenende spiele Fussball am Montag* | *Ich zu Wockenden* |
| *Ich spiele am Wochende* | *Ich spiele gern Fussball Dienstag* | *Ich machst du Wochende* |
| *Ich spiele in dem Wochenende* | *Ich spiele Tennis zweimal Wochen* | *Ich du das Wochnender* |
| *Ich gehe schwimmen um halb fünf* | *Fussball spelen am Wochenende* | *Wochenende* |
| *Ich spiele Fussball zweimal in ein Woche* | *Ich gehen am Montag und Dienstag* | |
| *Ich spiele Fussball am Samstags* | *Ich spiele Fussball on/en Samstag* | |
| | *Ich gehe Fussball am Wochende* | |
| | *Ich machst im Montag spiele* | |
| | *Am Wochenende* | |
| | *Am Freitag und am Samstag* | |
| | *Ich macht am Samstag* | |
| | *Ich **du** meine Hobby am Wochenende* | |

| 3 | Say who you do your hobby with. | | |
| --- | --- | --- | --- |
| **2** | **1** | **0** | |
| *Ich spiele Fußball mit meinen Freunden* | *Ich spiele Fußball mit Freunds* | *Mit Freunds* | |
| *Ich spiele Tennis mit meine Mutter/Schwester* | *mit meinen Familie* | *Ich machst du Hobby wem Katy* | |
| *R/C mit meinem Freunden* | *Ich zu meinen Hobby mit dem Freund* | *Ich du das wem Mutter* | |
| *R/C mit mein Freunden* | *Ich spiele wid mine Bruder* | *Mit Fruinda Tina* | |
| *Ich spiele mit meine Familie* | *Ich du meine Hobby mit Freunden* | *Meine Freund Jenny* | |
| *Ich spiele Rugby mit meine Vater* | *Ich sp**ei**le gern Fußball mit meine Freunden* | *Ich mein Freund* | |
| | *spiele Fussball mit meine Freunden* | | |
| | *Hobby mit meine Freunden* | | |
| | *Ich spiele Rugby mit meine V**ar**ter* | | |
| | *mit meine Schwester* | | |
| | *Ich gehe schwimmen mit miener Mutter* | | |
| | *Ich spiele Fußball mit dem Brüders* | | |
| | *Ich geh**em** mit meine Fround* | | |
| | *Ich spiele Fußball mit dem Frieunden* | | |
| | *R/C mit mein Fre**ude**n* | | |

| 4 | Say what you think of your hobby. | | |
|---|---|---|---|
| **2** | **1** | **0** | |
| *Ich finde Fußball fantastisch* | *Fußball fantastisch* | *Fantastisch* | |
| *Meine Hobby ist fantastisch/interessant* | *Ich finde fantastisch* | *Ich fantashtic thicken* | |
| *Fusball ist fantastisch* | *ist sehr gut* | *Ich licker* | |
| *Es ist gut* | *est sehr gut* | *Ich ist saih gut* | |
| *Mein Hobby ist gut* | *Es its gut* | | |
| *Ich finde tanzen prima* | *Ich findest du Hobby gut* | | |
| *Ich finde Fussball ist sehr gut* | *Ich Fussball gern* | | |
| *Meiner Hobby ist gut* | *Ich gern Fussball* | | |
| | *Mein Hobby ist seh gut* | | |
| | *Fussball ist classe* | | |

| 5 | Say where you do your hobby. | | |
|---|---|---|---|
| **2** | **1** | **0** | |
| *Ich spiele Fussball im Jugendklub* | *Fußball im Jugendklub* | *Jugendklub* | |
| *Ich höre Musik in mein Schlafzimmer* | *Ich speile im Jugendklub* | *Ich zu meinen Hobby on a football pitch* | |
| *Ich spiele Fussball in Milten RCC* | *Ich spiele Hockey ins Sportszentrum* | *Ich du ins Park* | |
| *Ich tanze in Sheffield* | *Ich spiele am Haus* | *Ich macht du dein Hobby int schule* | |
| *Ich spiele Fussball in einer Park* | *Ich tanzen in Robertown* | *Ich du dein garden* | |
| *Ich gehe schwimmen zum Sportszentrum* | *Ich spiele Fussball im der Sportzentrum* (don't penalise for more than 1 error) | *Ich mache du ins Haus* | |
| | *Ich spiele Fussball in einer Sportholt* | *Ich du deine Hobby* | |
| | *Ich spiele gern Fussball an Schule* | *Ich spiele Fussball on Fussball pitch* | |
| | *Ich spiele Hobby ins Park* | *Ich gehen to das Sportplazn* | |
| | *Ich spiele im das Sportplatz* | *Mit dem Park* | |
| | *Ich spiele ins am Park* | *Ich spiele near mein Hause* | |
| | *Ich gehe fussball in dem Park* | *Schwimmbad* | |
| | *Am Schwimmbad* | *Sheffield* | |
| | *In Sheffield* | *Fussball spelen auf Sportzentrum* | |

| 6 | Say what you do not like doing. | | |
|---|---|---|---|
| **2** | **1** | **0** | |
| *Tanzen gefällt mir gar nicht* | *Tanzen **is** nicht gut* | *Tanzen* | |
| *Ich spiele nicht gern Tennis* | *Ich speile nicht gern Tennis* | *Nicht gut* | |
| *Ich spiele nicht Tennis* | *Ich nicht Tennis gern* | *Ich kline Tennis* | |
| *Ich spiele nicht gern Rugby* | *Ich nicht gern Tennis* | *Fussball ist nigh gern* | |
| *Ich finde Radfahren nicht so gut* | *Ich mache nicht gern schwimmen* | *swimmen ist nach gut* | |
| | *Tanzen es sehr langweilig* | *Ich Fussball speil ist nict seh gut* | |
| | *Habe nicht Fussball, es sehr langweilig* | *Schwimmen* | |
| | *Nicht gern spiele Tennis* | *Ich night gern Cricket* | |
| | *Fussball ist nich gut* | | |
| | *Ich nicht spiele Tennis* | | |

**Foundation Question 3 / Higher Question 1**                                    **(20 marks)**
There are eight tasks:

1       **Describe your house**
        *Mein Haus ist ein schönes Doppelhaus.* Development could be an additional
        detail: *Mein Haus ist ein schönes Doppelhaus in der Nähe von Rolleston.*        D1

2       **Describe the room where Sebastian will stay.**
        Any appropriate description acceptable. Dev could be additional information.
        *Das Zimmer liegt im ersten Stock. Es hat einen neuen Teppich.*        .        D2

3       **Opinion on area.**
        One opinion needed – positive or negative. Dev could be a further opinion.
        *Rolleston hat viel für junge Leute. Die Busverbindungen sind aber schlecht.*        D3

4       **Weather in England**
        Any acceptable view-positive or negative. Dev could be a further view.
        *Es regnet normalerweise im Sommer aber ab und zu scheint die Sonne.*        D4

5       **What Sebastian must bring with him.**
        Reference to at least one item needed. Dev could be an additional item.
        *Du musst deine Cds mitbringen. Vergiss aber nicht deinen Anorak.*
        Don't accept – *Sebastian mitbringen + list*        D5

6       **Plans for the visit**
        Reference to more than one idea needed. Dev could be a further idea or
        suggestion. *Wir könnten ins Schwimmbad oder ins Museum gehen. Gehst du
        gern schwimmen?*        D6

7       **Last weekend.**
        Past tense essential. Dev could be an additional detail.
        *Ich bin letztes Wochenende nach Bradford gefahren. Ich habe meine Kusine
        getroffen.*        *habe…gegangen* - accept        D7

8       **Question about Sebastian's new house.**
        One question needed. Dev could be a second question or added information.
        *Hat dein Haus einen Garten? Arbeitest du gern im Garten?*        D8

## Additional Notes

**Question 3**

|  | **Accept** | **Reject** |
|---|---|---|
| **1.** | Mein Haus ist prima | Mein Haus **is** klein<br>Mein Haus est klien |
| **3.** |  | Meine Gegend **es** prima<br><br>It is freundlich |
| **6.** | Meine Pläne sind…gehe ins Kino and another plan |  |
| **8.** |  | Ist du Haus<br><br>Du gern dein Haus |

**Higher Question 2**                                            **(20 marks)**

There are four tasks:

1    **Where you want to work in Germany and why. What sort of job and why.**
     All elements needed for full accomplishment. Dev could be an extra detail or further
     piece of information.
     *Ich möchte in Hamburg arbeiten, weil meine Tante dort wohnt. <u>Ich kenne mich dort</u>*
     *<u>gut aus</u>. Ich möchte in Volksdorf in einer Konditorei arbeiten, weil ich dort gut*
     *verdienen kann.*                                            D1

2    **What you want to do when you leave school.**
     Reference to future needed. Future tense not essential. More than one idea needed.
     Dev could be additional information.
     *Ich möchte nächstes Jahr in die Oberstufe gehen, um Deutsch und Französisch zu*
     *lernen. Ich möchte danach im Ausland arbeiten, <u>weil ich gern reise</u>.*        D2

3    **Where you have worked, your opinions about work and knowledge of German**
     Reference to past essential. All elements needed for full accomplishment. Dev could
     be additional information.
     *Ich habe in einem Restaurant gearbeitet. Ich musste abwaschen. Meine Kollegen*
     *waren sehr hilfsbereit <u>und freundlich-besonders der Chef</u>. Ich lerne seit vier Jahren*
     *Deutsch und ich kann Deutsch gut verstehen.*                D3

4    **What is important for you when you look for a job and why**
     Both elements needed. Dev could be additional information.
     *Eine lange Pause ist für mich wichtig, weil ich mich gern unterhalte. <u>Ich möchte auch</u>*
     *<u>sehr früh anfangen, weil man dann mehr vom Tag hat</u>.*          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 **a little** basic information (e.g. simple facts). |
| 3 - 4 | **Some** basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion). |
| 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. |
| 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. |

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.