

Mark Scheme (Results)

Summer 2008

GCSE

GCSE German (1231/4F)

Paper 4F Mark Scheme

Question 1 - LOST PROPERTY

Candidates write ten items of lost property. Award one mark for each item listed.

- Accept a reasonable attempt at the German spelling.
- Ignore capital letters, plurals and genders.
- The pictures below the list are suggestions only.

Accept	Reject
Any reasonable item e.g. Brille, Buch, Kuli, Schlüssel, Hausaufgaben (Accept „Gelt“, „Buche“)	English words that are not used in German / brand names Large items of furniture e.g. Schrank Items of food or drink
Any item of clothing e.g. Hose, Schuhe, Kleid	Animals Ring (example)

Question 2 - HOLIDAY

Candidates complete the table by conjugating the verb and interpreting the icon.

Read each sentence along the way to award the mark for communication and content. Then read the verbs vertically and identify the mark for quality of language; read the nouns vertically and decide to stay with that mark or go further down the mark range.

	Accept	Reject
(a) verb	liegt	liegen / gelegen anything resembling a past participle
(a) noun	Sonne / Sonn / sonnig Hitze	Son / Sun / Sonne
(b) verb	schwimmt	schwimmen / geschwommen
(b) noun	Schwimmbad Pool / Swimming Pool Hallenbad Freibad Wasser	
(c) verb	geht	gehen / gegangen
(c) noun	Markt / Laden / Geschäft / Café / any specific shop / Einkaufen / Kaufen	
(d) verb	tanzt	tanzen / getanzt
(d) noun	Freund / Bruder / Mann any male person	Man proper name female person
(e) verb	schläft	schlafen / geschlafen
(e) noun	zehn (Uhr) Accept zhen / zen 10 Uhr accept any time spät	10 on its own sehn

Question 3 - A NOTE FOR A FRIEND

Candidates respond to five bullet points. Most successful answers will be in five sentences but the task can be answered in different ways.

Read the response for communication and content, checking the details against the bullet points. Then evaluate the quality of language.

Bullet point	Expect
where you have gone	Present or past tense Ich gehe in die Stadt. Ich bin in die Stadt gegangen. Ich habe..gehen. is partial
what you are doing there	Ich muss arbeiten / einkaufen / Freunde besuchen.
what your friend can have (for breakfast)	Es gibt Flakes und Milch auf dem Tisch. Accept: Wir essen ... / Man kann ..essen.
where and when you will meet your friend	Wir treffen uns um elf Uhr vor dem Bahnhof. Ich komme um 9 Uhr nach Hause. Past tense negates.

Question 4a - SCHOOL EXCHANGE

Candidates write a reply to the letter responding to the four bullet points.

Bullet point	Expect
where your school is and how you get there	Two straightforward sentences: Meine Schule liegt vier Kilometer von meinem Haus. Ich fahre / Wir fahren mit dem Bus dahin.
your opinion of your school	Meine Schule ist fantastisch. Better candidates will take the opportunity to expand the opinion: Meiner Meinung nach ist meine Schule in Ordnung, weil die Lehrer alle sehr freundlich sind.
what you did at school last week	An opportunity to produce the past tense: Letzte Woche haben wir Prüfungen gehabt. Wir hatten letzte Woche eine Klassenfahrt. Time indicator necessary for full communication.
your plans for next weekend	An opportunity to produce the future tense or future intent: Am Wochenende bleiben wir zu Hause. Wir werden nächstes Wochenende nach Alton Towers fahren. Time indicator necessary for full communication.

Question 4b - WHERE YOU LIVE

Candidates write a report about their local area or home town responding to the four bullet points.

Bullet point	Expect
a short description of your local area	A straightforward description: Ich wohne in einem ruhigen Vorort von Birmingham.
why you enjoy living there	An opportunity for opinion: Wir haben ein gutes Kino. Better candidates will take the opportunity to expand the opinion: Ich wohne gern hier, weil es viele kleine Geschäfte in der Nähe gibt. Accept a negative opinion.
what you have done there recently	An opportunity to produce the past tense: Letzten Monat habe ich ein großes Straßenfest organisiert. Time indicator necessary for full communication.
how you will use the prize money	An opportunity to produce the future tense or future intent: Mit dem Geld werde ich Pflanzen für den Garten kaufen. Money should be mentioned for full communication.

GENERAL MARKING GUIDELINES FOR GCSE PAPER 4 EXAMINERS

GCSE MODERN FOREIGN LANGUAGES - TIERED

French 1226, German 1231, Spanish 1246, Italian 1237 and Urdu 1901

Both tiers are marked out of 50, but an extra 100 marks are added to the marks of candidates who have taken the Higher Tier. This is for administrative purposes. When you record your mark on the **Higher (white)** scripts, put the digit 1 in front of your allocated mark. Thus the **Higher** tier paper will have a mark from 100 - 150.

Remember to record the **three figure mark** on the **Higher** mark sheet and to fill in the 100s box as well as the 10s and digits in the optically-read section.

Mark all scripts in red pen.

Do not mark across the candidate's answers

For Paper 4F Question 1 - please ensure that each of the marks is accounted for using 0 or 1 in the right-hand margin. The total for the question should be written in the scanning box in the right hand margin at the end of the question.

For Paper 4F Questions 2 and 3- a mark out of 5 for Communication and Content should be written at the bottom left of the page and circled. A mark out of 5 for Knowledge and application of language should be written at the bottom right of the page and circled. The total mark should be written in the scanning box in the margin.

For Paper 4F Question 4 and Paper 4H Question 1- a mark out of 10 for Communication and Content should be written at the bottom left of the page and circled. A mark out of 5 for Knowledge and application should be written at the bottom centre of the page and circled. A mark out of 5 for Accuracy of language should be written at the bottom right of the page and circled. The total should be written in the scanning box in the margin.

For Paper 4H Question 2 - a mark out of 15 for Communication and Content should be written at the bottom left of the page and circled. A mark out of 10 for Knowledge and application should be written at the bottom centre of the page and circled. A mark out of 5 for Accuracy of language should be written at the bottom right of the page and circled. The total should be written in the scanning box in the margin.

Principal Examiners may instruct examiners to tick / half tick / cross against the bullet points in the questions to show communication coverage.

Any comments relevant to the awarding of the marks should be concise and written at the end of the text. Comments should be drawn from the marking grids.

e.g. Two bullet points not covered.
Too brief.
No evidence of past tense usage.
Inaccurate use of tenses.

Overlong answers: the entire text should be read and marked in its entirety for all components of the mark grid. The amount of space given for candidates to write in the question paper has been reduced in 2003 to encourage candidates to keep to the word limit.

Paper 4F Assessment Grids

Question 1 (Foundation)

Marked for communication only

Marks are awarded positively for each item/point communicated in such a way that a sympathetic native speaker can readily understand it. No marks are allocated for accuracy beyond that required for effective communication.

Question 2 (Foundation)

COMMUNICATION AND CONTENT	
5	All phrases are completed, perhaps with minor ambiguity or omission.
4	Most of the phrases are completed. There may be some ambiguity or omission.
3	About half of the required phrases are completed, though with some ambiguity.
2	One or two phrases are completed but with some ambiguity.
1	There is little meaningful communication.
0	No effective communication.
KNOWLEDGE AND APPLICATION OF LANGUAGE	
5	Appropriate vocabulary. Correct syntax. Accurate spelling.
4	Appropriate vocabulary. Correct syntax. All verbs correctly spelt. Spelling errors do not affect communication.
3	Vocabulary mostly appropriate. Most verbs correctly spelt. Syntax, genders and agreements may be inaccurate.
2	Some appropriate vocabulary. At least one verb correctly spelt. Inaccuracy impedes communication.
1	Some appropriate vocabulary. No verbs correctly spelt. Isolated examples of correctly spelt words.
0	No language worthy of credit.

NB Words and phrases copied from the stimulus without appropriate modification cannot be awarded marks.

Question 3 (Foundation)

Marks are awarded globally across each task using the criteria below:

COMMUNICATION AND CONTENT	
5	The task is completed, perhaps with minor ambiguity or omission.
4	Most of the task is completed. There may be some ambiguity or omission.
3	About half of the task is completed, though with some ambiguity.
2	One or two elements of the task are completed but with some ambiguity.
1	There is little meaningful communication - single lexical items only.
0	No effective communication.

KNOWLEDGE AND APPLICATION OF LANGUAGE	
5	Appropriate vocabulary for the task. Correct syntax in simple phrases. Generally accurate with some lapses.
4	Basic errors evident but these rarely interfere with communication. Able to construct simple sentences with some lapses. Vocabulary and structures generally appropriate for the task. Some weakness in spellings, gender and verbs.
3	Inaccurate language sometimes impedes communication. Shows some ability to construct simple sentences. Vocabulary and structures adequate to the task. Genders, spellings, verb forms inconsistent.
2	Much inaccuracy which impedes communication. Some examples of simple sentence structure - pre-learned phrases. Spellings and genders are often inaccurate or weak. Very limited verb forms. Vocabulary and structures only just adequate for the task.
1	Frequent errors which prevent communication, only isolated examples of accurate recognisable language - odd words, phrases. No awareness of structure.
0	No language worthy of credit.

Overlap questions (Foundation -Question 4/Higher - Question 1)

Marks are awarded for **Communication and Content** as well as for **Knowledge and Application** and **Accuracy of Language**. Please refer to the following grids:

COMMUNICATION AND CONTENT	
9-10	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Time sequence/verb tenses clear with no ambiguity. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
7-8	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. Time sequence/verb tenses generally sound with occasional lapses. Coherent with some lapses. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or alternatively, somewhat over ambitious.
5-6	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for factual/imaginative tasks. Appropriate use of verb tenses with some lapses, sometimes leading to ambiguity. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places especially if more ambitious language is attempted.
3-4	Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and /or irrelevance, repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Some attempt at verb tenses but inconsistent and unreliable/insecure leading to ambiguity. Just about comprehensible overall. Is not easy to read.
2-1	Little relevant information conveyed. Much ambiguity and omission. Task generally misunderstood. Substantial degree of irrelevance and incoherence. Time indications/verb tenses required by the task are absent or unreliable. Except for isolated items would not be comprehensible to a native speaker.
0	No relevant communication.

KNOWLEDGE AND APPLICATION OF LANGUAGE	
5	Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description eg expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives, range of tenses although there may be the occasional lapse. Clear ability to manipulate language to suit purpose.
4	Evidence of a range of vocabulary and structures appropriate to narrative and description, eg: - expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: subordinate clauses, pronouns, adverbial or other phrases, range of tenses, although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.
3	Vocabulary and structures adequate to task. Language appropriate for purpose, there may be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses/simple linking. Evidence of correct formation of tenses with some lapses. Although there will be prelearned, set phrases and attempts to manipulate the language, this may be only partially successful.
2	Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs/tenses though frequent lapses. Prelearned, set phrases predominate and there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjective or adverbial phrases though these are likely to be only partially successful. There may be some simple subordination.
1	Very limited language. Frequent use of mother-tongue or non-target language words greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures eg. the formation and use of tenses. There may be the occasional almost correct phrase or short sentence but this will be pre-learned or stereotyped.
0.	No language worthy of credit.

ACCURACY OF LANGUAGE

5	High level of accuracy though not necessarily faultless. Spellings, genders, agreements, verb forms generally mastered with the odd slip. Secure when using more complex language but again there may be minor errors.
4	Generally accurate in straightforward language, most verb forms correct, secure in genders and agreements but the odd lapse. Spellings mostly accurate. Accuracy can be more variable when more complex structures are attempted.
3	Fairly accurate in simple language. Some lapses in spellings and genders and verb endings. Inconsistency in verb forms but more correct than incorrect. Spellings of common words generally accurate. About half of what is written should be free of major errors, inaccuracy increases if attempts more complex structures. Despite error the message is communicated.
2	Many basic errors but main points communicated. Some correct phrases but frequent misspellings, inaccurate genders, incorrect verb endings.
1	Frequent basic errors and inaccuracies prevent communication. Isolate examples of correct language. Spellings and genders very weak. Little or no evidence of correct verb formation.
0	No language worthy of credit.