

Mark Scheme Summer 2009

GCSE

GCSE German (1231)

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Summer 2009

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Paper 1 (Foundation) - Listening and Responding

Question Number	Answer	Mark
1	F	(1)

Question Number	Answer	Mark
2	A	(1)

Question Number	Answer	Mark
3	D	(1)

Question Number	Answer	Mark
4	C	(1)

Question Number	Answer	Mark
5	E	(1)

Question Number	Answer	Mark
6	A	(1)

Question Number	Answer	Mark
7	A	(1)

Question Number	Answer	Mark
8	C	(1)

Question Number	Answer	Mark
9	B	(1)

Question Number	Answer	Mark
10	B	(1)

Question Number	Answer	Mark
11	C	(1)

Question Number	Answer	Mark
12	F	(1)

Question	Answer	Mark
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Number	Answer	Mark
13	E	(1)

Question Number	Answer	Mark
14	B	(1)

Question Number	Answer	Mark
15	D	(1)

Question Number	Answer	Mark
16	Boxes crossed for each person: Lisa - B, D, F Moritz - C, E	(5)

Question Number	Answer	Mark
17(a)	Donne(r)stag Accept Do.	(1)

Question Number	Answer	Mark
17(b)	20.15 Uhr / zwanzig Uhr fünfzehn / 8.15	(1)

Question Number	Answer	Mark
17(c)	€ 7,50 Reject €750	(1)

Question Number	Answer	Mark
17(d)	Einkaufszentrum Accept Einkaufscentrum	(1)

Question Number	Answer	Mark
17(e)	Kostenlos / nichts / frei / 0 Accept frie/kostlos Reject free	(1)

Question Number	Answer	Mark
18(a)	Lena	(1)

Question Number	Answer	Mark
18(b)	Tobias	(1)

Question Number	Answer	Mark
18(c)	Kevin	(1)

Question Number	Answer	Mark
18(d)	Tobias	(1)

Question Number	Answer	Mark
18(e)	Lena	(1)

Question Number	Answer	Mark
19 A	(iv)	(1)

Question Number	Answer	Mark
19 B	(vii)	(1)

Question Number	Answer	Mark
19 C	(vi)	(1)

Question Number	Answer	Mark
19 D	(iii)	(1)

Question Number	Answer	Mark
19E	(ii)	(1)

Question Number	Answer	Mark
20	B	(1)

Question Number	Answer	Mark
21	A	(1)

Question Number	Answer	Mark
22	C	(1)

Question Number	Answer	Mark
23	B	(1)

Question Number	Answer	Mark
24	A	(1)

Question Number	Answer	Mark
25(a)	Wants to sunbathe Accept sunny	(1)

Question Number	Answer	Mark
25(b)	Sightseeing/interesting	(1)

Question Number	Answer	Mark
25(c)	(Likes) walking	(1)

Question Number	Answer	Mark
25(d)	Stay on farm	(1)

Question Number	Answer	Mark
25(e)	Cheap	(1)

Question Number	Answer	Mark
26(a)	Next summer Accept in the summer	(1)

Question Number	Answer	Mark
26(b)	Postman	(1)

Question Number	Answer	Mark
26(c)	In an office	(1)

Question Number	Answer	Mark
26(d)	Sales assistant (in a department store) Accept worked in a shop Reject any specific shop other than department store	(1)

Question Number	Answer	Mark
26(e)	Liked it Accept any positive opinion	(1)

Paper 1 (Foundation) - Listening and Responding - Transcript

SCHULE

BEISPIEL

F1 Was machst du gern in der Schule, Klaus?

M2 Sport.

Frage Nummer 1

F1 Und du, Susanne?

F2 Chemie.

Frage Nummer 2

F1 Und du, Niklas?

M1 Religion.

Frage Nummer 3

F1 Und du, Eva?

F2 Kunst.

Frage Nummer 4

F1 Und du, Max?

M2 Mathe.

Frage Nummer 5

F1 Und du, Magda?

F2 Erdkunde.

SPORT

Beispiel

M1 Hast du einen Lieblingssport, Dagmar?

F1 Ich spiele oft Tennis.

Frage Nummer 6

M1 Und du, Rebekka?

F2 Ich gehe schwimmen.

Frage Nummer 7

M1 Und du, Dieter?

M2 Fußball ist mein Lieblingssport.

Frage Nummer 8

M1 Und du, Sabine?

F2 Ich mache gern Gymnastik.

Frage Nummer 9

M1 Und du, Florian?

M2 Ich fahre jeden Tag Rad.

Frage Nummer 10

M1 Und du, Martin?

M2 Ich gehe oft reiten.

WETTER

Beispiel

M2 Wie war das Wetter am Wochenende, Christa?

F1 Es war neblig.

Frage Nummer 11

M2 Und Manni?

M1 Es gab viel Schnee in den Bergen.

Frage Nummer 12

M2 Und Hannah?

F2 Es war sehr heiß in Italien.

Frage Nummer 13

M2 Und Mohammed?

M1 Es war sehr kalt - leider!

Frage Nummer 14

M2 Und Claudia?

F1 Am Samstag war es sonnig. Wir hatten Glück.

Frage Nummer 15

M2 Und Stefan?

M1 Es war nicht so schön. Es war bewölkt.

HOBBYs

Frage Nummer 16

F1 Was tust du abends, Lisa?

F2 Abends sehe ich manchmal fern, aber eigentlich lese ich lieber Romane. Ich spiele Geige im Schulorchester und muss abends viel üben. Wenn ich Zeit habe, surfe ich im Internet.

F1 Was tust du am Wochenende, Moritz?

M2 Ich gehe manchmal mit meiner Familie spazieren. Das macht enorm Spaß. Und meine Freundin und ich sehen oft einen Abenteuerfilm im Kino.

KINO

Frage Nummer 17

M1 Wann läuft der neue James-Bond-Film?

F2 Ab Donnerstag.

M1 Um wie viel Uhr beginnen die Vorstellungen?

F2 Um 17.00 Uhr und 20.15 Uhr.

M1 Danke. Was kosten die Eintrittskarten?

F2 Erwachsene zahlen € 7,50 und Kinder die Hälfte.

M1 Wo kann man parken?

F2 Am Einkaufszentrum. Es ist kostenlos.

FAMILIENLEBEN

Frage Nummer 18

F1 Hilfst du oft zu Hause, Kevin?

M2 Ja, es ist sehr langweilig, aber leider muss ich jeden Tag abwaschen und abtrocknen.

F1 Und du, Lena, hilfst du?

F2 Ja, am Samstag und Sonntag gehe ich mit unserem Hund spazieren. Das ist furchtbar.

F1 Und du, Tobias, hilfst du zu Hause?

M1 Manchmal wasche ich das Auto. Das macht Spaß.

EINKAUFEN

Frage Nummer 19

M2 Was möchtest du kaufen, Anita?

F2 Einen neuen Lippenstift.

M2 Und du, Markus?

M1 Ich kaufe auf dem Markt Obst und Gemüse.

M2 Und du, Renate?

F1 Ich kaufe Ohrringe für meine Freundin.

M2 Und du, Johannes?

M1 Mein kleiner Bruder möchte zum Geburtstag einen Fußball.

M2 Und du, Sonja?

F2 Meine Lieblingsband hat eine neue CD herausgebracht. Die muss ich unbedingt haben.

M2 Und du, Werner?

M1 Im Sommer fahren wir nach Italien. Ich brauche schicke Klamotten.

ANGELAS HAUS

Beispiel

F2 Mein Haus liegt in der Stadtmitte.

Frage Nummer 20

F2 Wir haben vier Schlafzimmer.

Frage Nummer 21

F2 Mein Bruder schläft oben, aber mein Schlafzimmer ist im Erdgeschoss.

Frage Nummer 22

F2 Für mein Zimmer habe ich rosarote Vorhänge gekauft.

Frage Nummer 23

F2 Ich spiele oft am Computer. Der ist im Wohnzimmer.

Frage Nummer 24

F2 Mein Bruder deckt den Tisch und ich muss bügeln.

HOLIDAYS

Question 25

F1 Kinder, was machen wir im Sommer?

M1 Ein Strandurlaub ist immer schön. Ich möchte Wassersport treiben oder mich sonnen.

F2 Die Großstadt ist interessanter. Dort gibt es viele Sehenswürdigkeiten.

M2 Ich fahre lieber in die Berge. Ich mag wandern. Was meinst du, Mutti?

F1 Ich habe Zimmer auf einem Bauernhof gefunden. Sie sind sehr billig.

FUTURE PLANS

Question 26

F1 Wann willst du die Schule verlassen, Tobias?

M2 Nächsten Sommer. Danach möchte ich einen Job finden.

F1 Was für einen?

M2 Vielleicht Briefträger. Ich will nicht im Büro arbeiten.

F1 Hast du je einen Samstagsjob gehabt?

M2 Ja, ich war Verkäufer in einem Kaufhaus. Der Job hat mir wirklich sehr gut gefallen.

Paper 1 (Higher) - Listening and Responding

Question Number	Answer	Mark
1	Boxes crossed for each person: Lisa - B, D, F Moritz - C, E	(5)

Question Number	Answer	Mark
2 (a)	Donne(r)stag Accept Do.	(1)

Question Number	Answer	Mark
2 (b)	20.15 Uhr / zwanzig Uhr fünfzehn / 8.15	(1)

Question Number	Answer	Mark
2 (c)	€ 7,50 Reject €750	(1)

Question Number	Answer	Mark
2 (d) (i)	Einkaufszentrum Accept Einkaufscentrum	(1)

Question Number	Answer	Mark
2 (d) (ii)	Kostenlos / nichts / frei / 0 Accept frie/kostlos Reject free	(1)

Question Number	Answer	Mark
3 (a)	Meer	(1)

Question Number	Answer	Mark
3 (b)	voll	(1)

Question Number	Answer	Mark
3 (c)	Fleisch	(1)

Question Number	Answer	Mark
3 (d)	wenig	(1)

Question Number	Answer	Mark
3 (e)	hasst	(1)

Question Number	Answer	Mark
4	Boxes crossed: (c) (e) (f) (h) (j) Beware of candidates who have crossed too many boxes. If candidate has crossed 6 boxes deduct 1 mark from score If candidate has crossed 7 boxes deduct 2 mark from score etc.	(5)

Question Number	Answer	Mark
5 (i)	Nachrichten sind von gestern	(1)

Question Number	Answer	Mark
5 (ii)	lernt (fast) gleich, was passiert	(1)

Question Number	Answer	Mark
5 (iii)	Zeitung ist out /man gibt so viel Geld aus	(1)

Question Number	Answer	Mark
5 (iv) & (v)	<ul style="list-style-type: none"> • (wichtige) Infos leicht zu finden • (kann interessante) Artikel (an Freunde) mailen 	(2)

Question Number	Answer	Mark
6 (a)	(iii)	(1)

Question Number	Answer	Mark
6 (b)	(i)	(1)

Question Number	Answer	Mark
6 (c)	(i)	(1)

Question Number	Answer	Mark
6 (d)	(ii)	(1)

Question Number	Answer	Mark
6 (e)	(ii)	(1)

Question Number	Answer	Mark
7(a)	Lena	(1)

Question Number	Answer	Mark
7(b)	Tobias	(1)

Question Number	Answer	Mark
7(c)	Kevin	(1)

Question Number	Answer	Mark
7(d)	Tobias	(1)

Question Number	Answer	Mark
7(e)	Lena	(1)

Question Number	Answer	Mark
8 A	(iii)	(1)

Question Number	Answer	Mark
8 B	(vi)	(1)

Question Number	Answer	Mark
8 C	(v)	(1)

Question Number	Answer	Mark
8 D	(ii)	(1)

Question Number	Answer	Mark
8 E	(i)	(1)

Question Number	Answer	Mark
9(a) (i) & (ii)	1 mark for two of: <ul style="list-style-type: none"> winter arrived unusually early this weather occurs very rarely no snow in south 	(2)

Question Number	Answer	Mark
9(b)	fear flooding when the snow melts	(1)

Question Number	Answer	Mark
9(c)	happy/pleased (that they can go skiing)	(1)

Question Number	Answer	Mark
9(d)	last year temperatures (in south) were very warm/hot Accept was hotter (last year) (it is) colder	(1)

Question Number	Answer	Mark
10 (a)	12 years' schooling, education in Germany lasts too long. Accept school day becoming longer Schooldays becoming shorter	(2)

Question Number	Answer	Mark
10 (b) (i) & (ii)	Any two (one mark each) from: <ul style="list-style-type: none"> totally exhausted/tired cannot pay attention in lessons nothing goes into head 	(2)

Question Number	Answer	Mark
10 (c)	things change quickly/one must learn throughout life/learning seen negatively	(1)

Paper 1 (Higher) - Listening and Responding - Transcript

HOBBYS

Frage Nummer 1

F1 Was tust du abends, Lisa?

F2 Abends sehe ich manchmal fern, aber eigentlich lese ich lieber Romane. Ich spiele Geige im Schulorchester und muss abends viel üben. Wenn ich Zeit habe, surfe ich im Internet.

F1 Was tust du am Wochenende, Moritz?

M2 Ich gehe manchmal mit meiner Familie spazieren. Das macht enorm Spaß. Und meine Freundin und ich sehen oft einen Abenteuerfilm im Kino.

KINO

Frage Nummer 2

M1 Wann läuft der neue James-Bond-Film?

F2 Ab Donnerstag.

M1 Um wie viel Uhr beginnen die Vorstellungen?

F2 Um 17.00 Uhr und 20.15 Uhr.

M1 Danke. Was kosten die Eintrittskarten?

F2 Erwachsene zahlen € 7,50 und Kinder die Hälfte.

M1 Wo kann man parken?

F2 Am Einkaufszentrum. Es ist kostenlos.

RESTAURANT

Frage Nummer 3

F2 *Die Zwiebel* ist mein Lieblingsrestaurant und liegt direkt am Strand. Das Restaurant ist normalerweise stark besucht, weil man dort sehr leckere vegetarische Gerichte serviert. Das findet man ganz selten in dieser Gegend. Ich esse ab und zu etwas Fleisch, aber nur Hähnchen. Rindfleisch und Schweinefleisch kann ich nicht leiden.

THOMAS GOTTSCHALK

Frage Nummer 4

F1 Willkommen bei Radio Bayern. Heute haben wir Thomas Gottschalk zu Gast. Wann haben Sie Ihre Medienkarriere begonnen, Herr Gottschalk?

M2 Als siebzehnjähriger Schüler habe ich als DJ in einem Tanzklub gejobbt, aber meine richtige Karriere begann erst nach der Studentenzzeit. Ab 1976 war ich bei Radio Bayern und habe eine Jugendsendung geleitet. In den achtziger Jahren war die tägliche B3-Radioshow, die zwischen 14.00 und 16.00 Uhr lief, mein großer Durchbruch.

F1 Warum haben Sie ein so gutes Verhältnis mit Ihrem Publikum?

M2 Im September 1987 übernahm ich die Fernsehshow *Wetten, dass..?*, die ich bis heute moderiere. Die Sendung ist eine der erfolgreichsten im deutschen Fernsehen und hat regelmäßig über 10 Millionen Zuschauer.

F1 Wie können sich Jugendliche auf eine Karriere in den Medien vorbereiten?

M2 Auf der Uni sollte man möglichst viel beim Studentenradio mitarbeiten. Das ist eine wichtige Erfahrung für die spätere Arbeitssuche.

MEDIEN

Frage Nummer 5

M1 Klaus, wo liest du lieber Nachrichten, in der Zeitung oder im Internet?

M2 Ich habe keine feste Meinung. Die Zeitung kannst du überall lesen, aber leider sind die Nachrichten meistens die von gestern. Im Internet dagegen erfährt man fast sofort, was passiert.

M1 Und du, Jana?

F2 Na ja, die Zeitung ist heutzutage mega-out. Man gibt so viel Geld aus, wenn man täglich eine Zeitung kauft. Im Internet sind wichtige Infos leicht zu finden und du kannst interessante Artikel an Freunde mailen.

NASSFELD

Frage Nummer 6

F2 Die Skiarena Nassfeld ist ideal für Skifahrer und Snowboarder. Der Ort liegt in Österreich aber direkt an der Grenze zu Italien. Nassfeld bietet für jeden Geschmack etwas, für Skiexperten und auch für Anfänger. Dieses ausgezeichnete Skigebiet besitzt 29 Lifts und 110 Kilometer Pisten.

M2 Was ist abends in Nassfeld zu empfehlen?

F2 Im Europa-Zentrum laufen täglich Partys mit berühmten internationalen DJs. In der Eissporthalle kann man sich ein Eishockeyspiel ansehen.

M2 Ist Unterkunft leicht zu finden?

F2 Ja. Ich würde die Pension Michal empfehlen. Alle Zimmer sind bequem. Viele haben einen Balkon, und alle haben entweder Bad oder Dusche. Jedes Zimmer ist mit einem Fernseher ausgestattet.

FAMILIENLEBEN

Frage Nummer 7

F1 Hilfst du oft zu Hause, Kevin?

M2 Ja, es ist sehr langweilig, aber leider muss ich jeden Tag abwaschen und abtrocknen.

F1 Und du, Lena, hilfst du?

F2 Ja, am Samstag und Sonntag gehe ich mit unserem Hund spazieren. Das ist furchtbar.

F1 Und du, Tobias, hilfst du zu Hause?

M1 Manchmal wasche ich das Auto. Das macht Spaß.

EINKAUFEN

Frage Nummer 8

M2 Was möchtest du kaufen, Anita?

F2 Einen neuen Lippenstift.

M2 Und du, Markus?

M1 Ich kaufe auf dem Markt Obst und Gemüse.

M2 Und du, Renate?

F1 Ich kaufe Ohrringe für meine Freundin.

M2 Und du, Johannes?

M1 Mein kleiner Bruder möchte zum Geburtstag einen Fußball.

M2 Und du, Sonja?

F2 Meine Lieblingsband hat eine neue CD herausgebracht. Die muss ich unbedingt haben.

M2 Und du, Werner?

M1 Im Sommer fahren wir nach Italien. Ich brauche schicke Klamotten.

WEATHER

Question 9

M1 Am Samstag begann der Winter unerwartet früh in vielen Teilen Österreichs. Nur im Süden gab es keinen Schnee. Eine solche Wetterlage erlebt man nur alle 30 bis 50 Jahre.

F1 Auch in Bayern herrscht die höchste Alarmstufe. Man fürchtet Hochwasser, wenn der Schnee in den kommenden Tagen schmelzen sollte.

M1 Aber die Kinder sind anderer Meinung. Der erste Schnee der Saison machte Skifahren schon im Oktober möglich. Ganz anders sah das Wetter vor einem Jahr aus. Letzten Oktober stieg das Thermometer im Süden fast auf 25 Grad.

SCHOOL LIFE

Question 10

F2 Die dreizehnjährige Schulzeit ist zu lang! Deshalb wird sie auf 12 Jahre reduziert, aber der Schultag dagegen wird länger. Schultage werden fast so lang wie Arbeitstage von Erwachsenen.

M2 Wie kommst du damit zurecht, Svetlana?

F1 Am Ende des Tages ist man total erschöpft und auch während der Stunde kann man nicht mehr aufpassen, weil nichts mehr in den Kopf rein passt.

F2 Experten wie Professor Doktor Schwarzkopf warnen vor weitgehenden Konsequenzen:

M1 Wir werden möglicherweise eine Generation von Kindern bekommen, für die Lernen ein negativer Begriff ist und das in einer Welt, wo sich die Dinge schnell ändern und wo man ein Leben lang lernen muss.

Paper 2 - Speaking

Rôle-play A	Communication and content
9-10	Conveys all information required Interacts extremely well No prompting necessary
7-8	Conveys most information required (At least three prescribed tasks) Little or no prompting necessary
5-6	Conveys half the required information (At least two prescribed tasks) Little prompting necessary
3-4	Conveys less than half the required information (At least one prescribed task) Some prompting necessary
1-2	One prescribed task completed satisfactorily Extremely hesitant, reliant on prompting
0	No effective communication

Rôle-play B	Communication and Content
9-10	<p>Conveys all information required</p> <p>Deals with unpredictable element with success</p> <p>Interacts well</p> <p>No prompting necessary (takes the initiative)</p>
7-8	<p>Conveys most of the information required</p> <p>One element with partial success</p> <p>Little hesitation</p> <p>Little or no prompting necessary</p>
5-6	<p>Conveys most essential information</p> <p>One element omitted or unsuccessful</p> <p>A degree of hesitation</p>
3-4	<p>Conveys some information</p> <p>Does not attempt some of the tasks</p> <p>Some prompting necessary</p>
1-2	<p>Conveys only one relevant piece of information</p> <p>Extremely hesitant</p> <p>Reliant on prompting</p>
0	No effective communication

Rôle-play C	Communication and Content
9-10	All prescribed elements conveyed without ambiguity and without prompting from the teacher-examiner. Takes the initiative and expands. Deals with both unpredictable elements without difficulty. Very little or no hesitation.
7-8	Conveys all predictable information required and attempts unpredictable with partial success (or) conveys both unpredictable elements and most of the predictable information required. Produces extended replies. Minimal hesitation evident.
5-6	One element omitted or whole rôle-play attempted, but not successfully. A degree of hesitation evident but not unduly reliant on the teacher-examiner. Some significant language error which impedes communication to some extent. Unable to deal with unpredictable elements.
3-4	Conveys some of the prescribed elements without ambiguity. Hesitant and reliant to some extent on the teacher-examiner. Does not attempt some of the tasks.
1-2	Conveys only one element without ambiguity. Extremely hesitant. Communication seriously impaired through poor pronunciation and language errors.
0	No effective communication.

Conversation

Communication and content		Application of language		Accuracy	
9-10	Responds very well indeed to a wide range of question types. Extremely responsive, expands and develops relevant interchange on own initiative. Clearly expresses wide range of opinions and attitudes. Frequently justifies opinions.	9-10	Deploys a very wide range of structures and lexis as appropriate to questions. Use of some more complex lexical items. Very competent use of present, past and future modes.	9-10	Very accurate indeed although isolated, usually insignificant, errors may occur. Pronunciation and intonation of a consistently good standard.
7-8	Responds well to a wide range of question types although occasional prompting required. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.	7-8	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis. Unambiguous use of tenses other than the present.	7-8	Generally accurate in straightforward language but errors made (possibly basic) in more complex language. Pronunciation and intonation generally good.
5-6	Responds well to familiar, straightforward questions but experiences problems with more complex question forms. Conveys simple opinions. Deals with open questions but rarely expands. Dependent on teacher-examiner's structured language.	5-6	Offers some examples of subordination. Uses tenses without ambiguity. Mostly predictable lexical items deployed.	5-6	Generally accurate in simple, basic language despite a fair number of significant errors. Less accurate in more unfamiliar language situations. Some inconsistency. Pronunciation generally accurate.
3-4	Responses restricted to very straightforward questions. Answers invariably limited, short and very hesitant. Very dependent on teacher examiners' language and prompts. Opinions limited to basic likes and dislikes.	3-4	Predominantly uses short main clause structures. Little or no awareness of tense concept other than the present. Inappropriate lexical items may impede communication at times. Deploys a very limited/repetitive range of structure and lexis.	3-4	Communicates main points despite high incidence of errors. Some 'pre-learnt' stereotypes correct but frequent and basic inaccuracy in manipulated language. Pronunciation inconsistent.
1-2	Produces minimal responses (mainly one word replies or very short phrases). Limited comprehension of basic questions and limited response. Totally reliant on teacher-examiner's structured questions.	1-2	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.	1-2	Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor.
0	No rewardable communication/content	0	No rewardable language	0	No rewardable language.

Paper 3 (Foundation) - Reading and Responding

Question Number	Answer	Mark
1(i)	B	(1)

Question Number	Answer	Mark
1(ii)	E	(1)

Question Number	Answer	Mark
1(iii)	C	(1)

Question Number	Answer	Mark
1(iv)	G	(1)

Question Number	Answer	Mark
1(v)	A	(1)

Question Number	Answer	Mark
2 A	5	(1)

Question Number	Answer	Mark
2 B	11	(1)

Question Number	Answer	Mark
2 C	17	(1)

Question Number	Answer	Mark
2 D	26	(1)

Question Number	Answer	Mark
2 E	8	(1)

Question Number	Answer	Mark
3(i)	F	(1)

Question Number	Answer	Mark
3(ii)	E	(1)

Question Number	Answer	Mark
3(iii)	D	(1)

Question Number	Answer	Mark
3(iv)	C	(1)

Question Number	Answer	Mark
3(v)	G	(1)

Question Number	Answer	Mark
4(a)	Italienisch	(1)

Question Number	Answer	Mark
4(b)	Geschäftsfrau	(1)

Question Number	Answer	Mark
4(c)	Ski (fahren)	(1)

Question Number	Answer	Mark
4(d)	Kaninchen	(1)

Question Number	Answer	Mark
4(e)	Italien OR arbeiten	(1)

Question Number	Answer	Mark
5(a)	(vii)	(1)

Question Number	Answer	Mark
5(b)	(ii)	(1)

Question Number	Answer	Mark
5(c)	(vi)	(1)

Question Number	Answer	Mark
5(d)	(iv)	(1)

Question Number	Answer	Mark
5(e)	(i)	(1)

Question Number	Answer	Mark
6(i)	A	(1)

Question Number	Answer	Mark
6(ii)	E	(1)

Question Number	Answer	Mark
6(iii)	B	(1)

Question Number	Answer	Mark
6(iv)	F	(1)

Question Number	Answer	Mark
6(v)	G	(1)

Question Number	Answer	Mark
7	c, d, e, f, i	(5)

Question Number	Answer	Mark
8(a)	geregnet	(1)

Question Number	Answer	Mark
8(b)	Zelt	(1)

Question Number	Answer	Mark
8(c)	Gebäude	(1)

Question Number	Answer	Mark
8(d)	Deutschland	(1)

Question Number	Answer	Mark
8(d)	gut	(1)

Question Number	Answer	Mark
9(a)	(mixed) salad	(1)

Question Number	Answer	Mark
9(b)	Potatoes	(1)

Question Number	Answer	Mark
9(c)	Ice cream	(1)

Question Number	Answer	Mark
9(d)(i)	Every Thursday/ Thursdays / Thursday	(1)

Question Number	Answer	Mark
9(d)(ii)	Pizzas half price	(1)

Question Number	Answer	Mark
10(a)	Ski-ing	(1)

Question Number	Answer	Mark
10(b)	(Pocket) money	(1)

Question Number	Answer	Mark
10(c)	Nothing / Free	(1)

Question Number	Answer	Mark
10(d)	Ship/boat/ferry	(1)

Question Number	Answer	Mark
10(e)	(At the) station or online/web(site)/internet	(1)

Paper 3 (Higher) - Reading and Responding

Question Number	Answer	Mark
1(i)	F	(1)

Question Number	Answer	Mark
1(ii)	E	(1)

Question Number	Answer	Mark
1(iii)	D	(1)

Question Number	Answer	Mark
1(iv)	C	(1)

Question Number	Answer	Mark
1(v)	G	(1)

Question Number	Answer	Mark
2(a)	Italienisch	(1)

Question Number	Answer	Mark
2(b)	Geschäftsfrau	(1)

Question Number	Answer	Mark
2(c)	Ski (fahren)	(1)

Question Number	Answer	Mark
2(d)	Kaninchen	(1)

Question Number	Answer	Mark
2(e)	Italien OR arbeiten	(1)

Question Number	Answer	Mark
3(a)	telefonieren	(1)

Question Number	Answer	Mark
3(b)	friert	(1)

Question Number	Answer	Mark
3(c)	allein lassen	(1)

Question Number	Answer	Mark
3(d)	sprechen	(1)

Question Number	Answer	Mark
3(e)	fahren	(1)

Question Number	Answer	Mark
4 (i)	(e) Erik	(1)

Question Number	Answer	Mark
4(ii)	(b) Marko	(1)

Question Number	Answer	Mark
4(iii)	(f) Hülja	(1)

Question Number	Answer	Mark
4(iv)	(c) Zinada	(1)

Question Number	Answer	Mark
4(v)	(a) Alican	(1)

Question Number	Answer	Mark
5	c, d, e, f, i	(5)

Question Number	Answer	Mark
6(a)	geregnet	(1)

Question Number	Answer	Mark
6(b)	Zelt	(1)

Question Number	Answer	Mark
6(c)	Gebäude	(1)

Question Number	Answer	Mark
6(d)	Deutschland	(1)

Question Number	Answer	Mark
6(e)	gut	(1)

Question Number	Answer	Mark
7(a)	(ii)	(1)

Question Number	Answer	Mark
7(b)	(iii)	(1)

Question Number	Answer	Mark
7(c)	(ii)	(1)

Question Number	Answer	Mark
7(d)	(ii)	(1)

Question Number	Answer	Mark
7(e)	(i)	(1)

Question Number	Answer	Mark
8(ii)	A	(1)

Question Number	Answer	Mark
8(iii)	G	(1)

Question Number	Answer	Mark
8(iv)	C	(1)

Question Number	Answer	Mark
8(v)	B	(1)

Question Number	Answer	Mark
8(vi)	F	(1)

9	Opinion	Reason	Mark
Person			
Mario	Any two of the following The underground / it is regular/reliable It is practical Town/city/they should do more (more should be done) for the safety of passengers	You don't need to wait longer than 5 minutes/long They are (all) on time. (above 2 reasons can be interchangeable) It's getting/it is [more and] <u>more dangerous</u> in the <u>evening</u> .	
Mario	Reject Any form of transport other than underground NB: if reference has been made once to underground, accept train in subsequent responses	Reject Underground trains come every 5 minutes Ignore always	
Barbara (a)	She was very impressed/enthusiastic/excited (accept any expression which conveys sense of enthusiasm)	You can take your bike / there is room for your bike / there are spaces for your bike	(2)

Barbara (b)	You/people should (try to) use it more (often)	<p>Either The rising/increasing petrol prices /petrol is getting expensive</p> <p>OR Environmental problems are making car use/cars <u>more</u> unacceptable</p>	(2)
Jake (a)	<p>(Public) transport/ it is better (in Berlin) (compared to at home)/ Berlin is better / he prefers Berlin</p> <p>It is worse in England/at home</p>	<p>Berlin invests more in public transport than Britain /</p> <p>We/England should spend more on it</p> <p>(any response which implies more money is put in transport in Berlin)</p> <p>If you put more money into the transport system, it is better</p>	(2)

Paper 4 (Foundation) - Writing

1. Candidates write ten things to see or do in their local area. 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.
- The question invites leisure/tourist activities and/or places and sights.

Question Number	Acceptable Answers	Reject	Mark
1 (a)-(j)	<p>Any reasonable activity</p> <p>e.g. Schwimmen / Einkaufen / Wandern / Freunde besuchen / Party / Essen / Trinken / Musik hören / Kunst</p> <p>Any reasonable place</p> <p>e.g. Kino / Freizeitzentrum / Supermarkt / Stadt</p>	<p>English words that are not used in German / brand names</p> <p>School subjects</p> <p>Tennis (example)</p>	(10)

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.

2. 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.

Question Number	Acceptable Answers	Reject	Mark
2(a)	Verb: lernt	Verb: lernen / gelernt anything resembling a past participle	(2)
	Noun: Any subject Deutsch / Biologie / Informatik	Noun: English spelling	

Question Number	Acceptable Answers	Reject	Mark
2(b)	Verb: arbeitet	Verb: arbeiten / gearbeitet	(2)
	Noun: Computer / Informatik / Laptop / PC	Noun: IT	

Question Number	Acceptable Answers	Reject	Mark
2(c)	Verb: macht	Verb: machen / gemacht	(2)
	Noun: Hausaufgaben / Übungen / Arbeit / Schreiben	Noun: Buch	

Question Number	Acceptable Answers	Reject	Mark
2(d)	Verb: lacht	Verb: lachen / gelacht	(2)
	Noun: Freunden / Familie / Klassenkameraden / accept singular	Noun: proper names / Personen	

Question Number	Acceptable Answers	Reject	Mark
2(e)	Verb: liest / "s" must be present	Verb: lesen / gelesen	(2)
	Noun: Bibliothek / Buchhandlung Any classroom / Arbeitszimmer	Noun:	

Mark	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.

Mark	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 Number	Answer	Mark
3	<p>Candidates respond to four bullet points. Most successful answers will be in five sentences but the task can be answered in different ways.</p> <p>Read the response for communication and content, checking the details against the bullet points. Then evaluate the quality of language.</p> <ul style="list-style-type: none"> • <u>why you are having a party</u> (must give a reason) Ich habe Geburtstag. Ich habe meine Prüfungen bestanden. Meine Eltern sind auf Urlaub. • <u>when and where the party is</u> (treat this as 2 separate points) Die Party ist am Samstag dem 5. Oktober bei mir. • <u>how many people are coming</u> Meine ganze Klasse kommt. Zwanzig Leute kommen zur Party. Reject bekommen. • <u>how your friend should contact you</u> Ruf mich an! Schreib mir eine Email. Reject a telephone number / email address on its own but accept something like "Meine Handynummer ist..." 	(10)

Mark	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.

Mark	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:

Question Number	Answer	Mark
4(a)	<p>Candidates write a response to the website entry responding to the four bullet points.</p> <ul style="list-style-type: none"> • <u>who you are and where you live</u> Two straightforward sentences: Ich heiÙe Ich wohne am Stadtrand von London. • <u>your opinions of the environmental club in your area</u> An opportunity to give opinion: Der Umweltclub hier ist toll. • <u>what you have done recently for the environment</u> One or more sentences in the past tense: Ich habe den Müll getrennt. Ich habe letztes Jahr nur geduscht. • <u>in what other way you plan to help the environment in the future</u> An opportunity to produce the future tense or future intent: Ab jetzt werde ich das Licht immer ausschalten. 	(20)

Question Number	Answer	Mark
4(b)	<p>Candidates write a report about a class visit to a German market responding to the four bullet points:</p> <ul style="list-style-type: none"> • <u>When you went to the market</u> A straightforward description: Ich habe letzte Woche mit meiner Klasse einen Markt in Deutschland besucht. • <u>What you did there</u> An opportunity to produce the past tense: Wir haben viel gekauft. • <u>what you thought of the market</u> An opportunity to produce opinion: Der Markt war langweilig. Der Markt hat mir gut gefallen, weil es ein großes Angebot gab. • <u>the plans for your next class trip</u> An opportunity to produce the future tense or future intent: Nächsten Monat besuchen wir Alton Towers 	(20)

Mark	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.
1-2	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.

Mark	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.

Mark	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.

Paper 4 (Higher) - Writing

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:

Question Number	Answer	Mark
1(a)	<p>Candidates write a response to the website entry responding to the four bullet points.</p> <ul style="list-style-type: none"> • <u>who you are and where you live</u> Two straightforward sentences: Ich heiße Ich wohne am Stadtrand von London. • <u>your opinions of the environmental club in your area</u> An opportunity to give opinion: Der Umweltclub hier ist toll. • <u>what you have done recently for the environment</u> One or more sentences in the past tense: Ich habe den Müll getrennt. Ich habe letztes Jahr nur geduscht. • <u>in what other way you plan to help the environment in the future</u> An opportunity to produce the future tense or future intent: Ab jetzt werde ich das Licht immer ausschalten. 	(20)

Question Number	Answer	Mark
1(b)	<p>Candidates write a report about a class visit to a German market responding to the four bullet points:</p> <ul style="list-style-type: none"> • <u>When you went to the market</u> A straightforward description: Ich habe letzte Woche mit meiner Klasse einen Markt in Deutschland besucht. • <u>What you did there</u> An opportunity to produce the past tense: Wir haben viel gekauft. • <u>what you thought of the market</u> An opportunity to produce opinion: Der Markt war langweilig. Der Markt hat mir gut gefallen, weil es ein großes Angebot gab. • <u>the plans for your next class trip</u> An opportunity to produce the future tense or future intent: Nächsten Monat besuchen wir Alton Towers 	(20)

Mark	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.
1-2	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.

Mark	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.

Mark	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.

Question Number	Answer	Mark
2(a)	<p>Candidates write an answer to the email from a German family about a house exchange responding to the six bullet points.</p> <ul style="list-style-type: none"> • <u>ein paar Informationen über dein Haus</u> Straightforward description using familiar language, e.g. Unser Haus liegt am Stadtrand und ist ein Einfamilienhaus. • <u>was deine Familie für die deutsche Familie organisiert hat</u> e.g. Wir haben auch schon eingekauft. Unsere Nachbarn haben den Hausschlüssel. • <u>deine Meinung über deine Gegend</u> e.g. Die Landschaft hier ist sehr hügelig. In der Stadt ist immer was los. • <u>Ideen für den Aufenthalt</u> e.g. Ihr könnt ins Schwimmbad gehen oder mit dem Bus an die Küste fahren. • <u>was die Familie machen soll, wenn es Probleme gibt</u> e.g. Wenn es Problem gibt, bitte sofort anrufen. Meine Oma wohnt in der Nähe. • <u>was deine Familie in Deutschland machen wird</u> e.g. In Deutschland werden wir jeden Tag wandern. 	(30)

Question Number	Answer	Mark
2(b)	This is a less structured essay. Candidates are expected to write an essay about the arguments for and against young people working. The guidelines underneath the stimulus also indicate that they should give examples from, their own experiences and the experiences of their friends. This allows for narrative, description, opinion and justification.	(30)

Mark	Communication and Content
13-15	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.
10-12	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.
7-9	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.
4-6	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.
1-3	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.

Mark	Knowledge and Application of Language
9-10	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.
7-8	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.
5-6	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.
3-4	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.
1-2	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.

Mark	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.

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