

# Mark Scheme (Results)

## Summer 2010

GCSE

### GCSE German (1231) Paper 4H

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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 email responding to the four bullet points.</p> <ul style="list-style-type: none"> <li>• <u>how the accident happened</u> e.g. Ich bin vom Rad gefallen.</li> <li>• <u>what is wrong with you</u> e.g. Ich kann nicht gehen. Ich habe mir das Bein gebrochen.</li> <li>• <u>what you think about staying at home</u> An opportunity to give opinion. e.g. Es ist fantastisch. Ich muss nicht in die Schule gehen.</li> <li>• <u>your plans for the coming week</u> An opportunity to produce the future tense or future intent: Nächste Woche werde ich nur im Bett liegen und schlafen.</li> </ul>	(20)

Question Number	Answer	Mark
1(b)	<p>Candidates write a short essay about their family responding to the four bullet points:</p> <ul style="list-style-type: none"> <li>• <u>a short description of your family</u> A straightforward description: In meiner Familie gibt es vier Personen.</li> <li>• <u>how your family has changed in the past year</u> An opportunity to produce the past tense: Ich habe einen kleinen Bruder bekommen.</li> <li>• <u>what makes your family the best family</u> An opportunity to produce opinion: Meine Familie ist die beste Familie, weil wir uns nie streiten.</li> <li>• <u>your plans for the prize money</u> An opportunity to produce the future tense or future intent: Wir werden das Geld für unseren Sommerurlaub sparen.</li> </ul>	(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 Elena about her difficulties in a coeducational school responding to the six bullet points</p> <ul style="list-style-type: none"> <li>• <u>eine Beschreibung deiner Schule</u></li> </ul> <p>Straightforward description using familiar language, e.g. Meine Schule ist eine gemischte Gesamtschule.</p> <ul style="list-style-type: none"> <li>• <u>was deine Lieblingsfächer sind und warum</u></li> </ul> <p>e.g. Meine Lieblingsfächer sind Mathe und Deutsch, weil ich gute Noten bekomme.</p> <ul style="list-style-type: none"> <li>• <u>wie das Lernen in deiner Schule ist</u></li> </ul> <p>e.g. In meiner Schule kann man viel lernen.</p> <ul style="list-style-type: none"> <li>• <u>was dich an deiner Schule nervt</u></li> </ul> <p>e.g. Manche Lehrer sind zu streng.</p> <ul style="list-style-type: none"> <li>• <u>deine Meinung über Elenas Situation</u></li> </ul> <p>e.g. Es stimmt - Jungen sind nicht so konzentriert wie Mädchen. Viele Jungen wollen auch lernen.</p> <ul style="list-style-type: none"> <li>• <u>was Elena machen soll</u></li> </ul> <p>e.g. Du sollst mehr Geduld haben. Du könntest mit deinem Klassenlehrer sprechen.</p>	(30)

Question Number	Answer	Mark
2(b)	<p>This is a less structured essay. Candidates are expected to write an essay comparing holidays at home with holidays abroad. The guidelines underneath the stimulus also indicate that they could give details of their experiences of both types of holiday, their opinion and their plans for their next holiday. This allows for narrative, description,</p>	(30)

	opinion and justification. However, these are not prescriptive for this question.	
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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.
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