

Mark Schemes for the Units

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2361 Listening

SECTION 1 (FOUNDATION TIER)

Exercise 1: Questions 1-5

	Answer	Mark
1	A	[1]
2	C	[1]
3	B	[1]
4	C	[1]
5	B	[1]

Aufgabe 2: Fragen 6-10

	Answer	Mark
6	D	[1]
7	G	[1]
8	A	[1]
9	E	[1]
10	C	[1]

Aufgabe 3: Fragen 11-15

		Wohin?	Aktivität	Mark
11	Timo	B	L	[2]
12	Angelika	G	K	[2]
13	Kristina	E	H	[2]
14	Marie	A	N	[2]
15	Björn	C	O	[2]

Aufgabe 4: Fragen 16-20

	Susanne	Max	Susanne und Max	Mark	Advice
16	✓			[1]	For questions 16,17 and 19: ticking more than one box = 0 *For questions 18 and 20: if, instead of ticking the "Susanne und Max" box, the candidate has ticked the individual "Susanne" and "Max" boxes, or all 3 boxes, award 1 mark.
17		✓		[1]	
18*			✓	[1]	
19		✓		[1]	
20*			✓	[1]	

Aufgabe 5: Fragen 21-25

	Answer	Mark
21	B	[1]
22	A	[1]
23	C	[1]
24	B	[1]
25	C	[1]

[Total for Section 1: 30 marks]

SECTION 2 (FOUNDATION AND HIGHER TIERS)

Exercise 1: Questions 1-5

FIRST ANSWER RULE – IGNORE TENSE HERE

No.	Expected Answers and Rationale	Marks	Incorrect Answers and Rationale
1	<ul style="list-style-type: none"> • (At) (a) quarter to eight (in the evening) /at 7.45 (pm) / (at) 19.45 	[1]	<ul style="list-style-type: none"> • Any wrong specific times • Just before 8 o'clock • In the evening • 7.45am or any reference to morning
2	<ul style="list-style-type: none"> • (For) 2 and a half hours /2 hours 30 minutes / 2.5 hours / until 10.15 (pm / until 22.15 / until (a) quarter past ten 	[1]	<ul style="list-style-type: none"> • Wrong length of time • For the whole evening / for a long time • "2 and a half" ON ITS OWN • The correct finishing time but without 'until' • 10.15 hours / 10.15 am
3	<ul style="list-style-type: none"> • (In / at) (the) (football) stadium • (At) (the) football ground / football club 	[1]	<ul style="list-style-type: none"> • (At the) Stadion [<i>German</i>] • (In the) theatre • (Football) pitch • (Sports) ground

FIRST ANSWER RULE – IGNORE TENSE HERE

No.	Expected Answers and Rationale	Marks	Incorrect Answers and Rationale
4	<ul style="list-style-type: none"> • (He) couldn't see (very) (well) • (It was) difficult to see • His seat / place was near the back / (right) at the back • He was too far back / he was too far away (from the band) <p>TOLERATE FIRST PERSON HERE</p>	[1]	<ul style="list-style-type: none"> • Any wrong specific seating position (e.g. behind the stage / high up) / being unable to see any wrong specific thing (e.g. 'the match') <p>INVALIDATES</p> <ul style="list-style-type: none"> • He didn't see ON ITS OWN • His seat – ON ITS OWN • His seat was bad / he was in a bad place / his place was bad – ON ITS OWN • His seat was uncomfortable • He couldn't hear
5	<ul style="list-style-type: none"> • (It was) dry <p>OR</p> <ul style="list-style-type: none"> • It was (even) (fairly/ quite) warm 	[1]	<ul style="list-style-type: none"> • Any other specific kinds of weather (e.g. sunny, hot, mild etc) • It was fine / good / nice (ON ITS OWN) • Any very positive adjectives like great, fantastic, wonderful etc [<i>these would have been translated from 'toll', which was Jessica's response to his comment about the weather rather than a comment about the weather itself.</i>] • He was warm [<i>ref. to him not the weather</i>]

Aufgabe 2: Fragen 6-10

	Answer	Mark
6	C	[1]
7	A	[1]
8	C	[1]
9	A	[1]
10	A	[1]

Aufgabe 3: Fragen 11-15

	Answer	Mark
11	B	[1]
12	A	[1]
13	B	[1]
14	C	[1]
15	A	[1]

Aufgabe 4: Fragen 16-20

	Answer	Mark
16	A	[1]
17	B	[1]
18	B	[1]
19	B	[1]
20	C	[1]

[Total for Section 2: 20 marks]

SECTION 3: HIGHER TIER**Aufgabe 1, Fragen 1-7**

	Answer	Mark
1	C	[1]
2	A	[1]
3	B	[1]
4	H	[1]
5	G	[1]
6	F	[1]
7	J	[1]

Aufgabe 2: Fragen 8-12

		walking	stairs	gym	cycling	no sweets	swimming	fruit	Mark	Advice
8	Mutti							✓	[1]	If two boxes are ticked for the same person = 0
9	Vati		✓						[1]	
10	Dieter					✓			[1]	
11	Oma	✓							[1]	
12	Sara				✓				[1]	

Aufgabe 3: Fragen 13-19

	Answer	Mark
13	C	[1]
14	A	[1]
15	C	[1]
16	C	[1]
17	B	[1]
18	B	[1]
19	A	[1]

Aufgabe 4: Fragen 20-25

FIRST ANSWER RULE THROUGHOUT

No.	Expected Answers and Rationale	Mark	Incorrect Answers and Rationale
20	<ul style="list-style-type: none"> • (besonders / ganz / sehr) interessant • ALLOW: wrong spellings of “besonders” and “interessant” which sound the same when read aloud (e.g. “intresant”, “besondas”) • IGNORE: endings on adjectives 	[1]	<ul style="list-style-type: none"> • Any other adjective • Incorrect qualifiers e.g. “ziemlich” • Inclusion of any wrong part of the stimulus material (e.g. “Lesen interessant”/ “interessant Kinder” etc) INVALIDATES • besonders ON ITS OWN
21	<ul style="list-style-type: none"> • aufstehen / aufwachen <p>TOLERATE:</p> <ul style="list-style-type: none"> • (zu(r/ m) / an / in die) Arbeit / Schule kommen / in (der) Schule sein / (bei der) Arbeit ankommen / arbeiten • zu(r/ m) / an / in die Arbeit / zu(r/ m) Schule / in die Schule / bei der Arbeit ON ITS OWN • (die Arbeit) anfangen / beginnen • das Haus verlassen • IGNORE: wrong endings on articles 	[1]	<ul style="list-style-type: none"> • ANY VERB NOT IN THE INFINITIVE • ankommen on its own

FIRST ANSWER RULE THROUGHOUT

No.	Expected Answers and Rationale	Mark	Incorrect Answers and Rationale
22	<ul style="list-style-type: none"> • geholfen / Hilfe gegeben <p>TOLERATE:</p> <ul style="list-style-type: none"> • gehilft / gehelfen / gehelft 	[1]	<ul style="list-style-type: none"> • ANY INFINITIVE e.g. helfen • Any other incorrect attempt at “geholfen”
23	<ul style="list-style-type: none"> • Kaffee / Getränke kochen / machen / vorbereiten 	[1]	<ul style="list-style-type: none"> • ANY VERB NOT IN THE INFINITIVE • im Klassenzimmer sein • English coffee or café • Any specific wrong drink • den Lehrern / den Kindern helfen • arbeiten
24	<ul style="list-style-type: none"> • älteren / größeren / intelligent(er)en / alten • elf bis achtzehn jährigen / Jahre alt • 11–18 jährigen / Jahre alt • IGNORE: wrong endings on adjectives 	[1]	<ul style="list-style-type: none"> • Jungen / kleinen / diesen [<i>anything implying the same children</i>] • 11–18 / elf bis achtzehn ON ITS OWN • Gymnasium
25	<ul style="list-style-type: none"> • praktis(c)h(es) / practis(c)h(es) • künstleris(c)h(es) • kreativ(es) • IGNORE: wrong endings on adjectives 	[1]	<ul style="list-style-type: none"> • praktisches / practical / creative • Kunst / Englisch / Deutsch • begabt(es) • schwer(es)

Exercise 5: Questions 26-29

FIRST ANSWER RULE THROUGHOUT

ALLOW ANSWERS IN THE FIRST PERSON – ‘MY PARENTS’ etc

No.	Expected Answers and Rationale	Mark	Incorrect Answers and Rationale
26	<ul style="list-style-type: none"> • (As much as / all of / as long as / a whole) 3 quarters of an hour / 45 minutes (even) • 45 minutes as opposed to the usual half hour / 30 minutes 	[1]	<ul style="list-style-type: none"> • 3 quarters on its own • nearly / about / almost 45 minutes • 45 minutes as opposed to wrong time e.g. 1 hour • Any wrong length of time. Common errors may be: 30 minutes / 43 minutes / 34 minutes / an hour
27	<ul style="list-style-type: none"> • His parents cycle to work • His parents don't go to work by car • His parents can't / don't / won't take / drive him [<i>can be inferred from tape, so ALLOWED</i>] • (his parents think that) cars are / it is not environmentally friendly • not environmentally friendly / bad for the environment [<i>OK on its own, because of the wording of the question</i>] 	[1]	<ul style="list-style-type: none"> • His parents haven't got a car / his parents don't drive [<i>we don't know that they never drive, just that they don't drive to work</i>] • Just "Father" or just "Mother" instead of both parents • Any reference to him cycling • He can't drive / he hasn't passed his (driving) test / he hasn't got a car • His parents won't allow it • His parents are environmentally friendly ON ITS OWN • He believes that cars are bad for the environment etc [<i>we don't know what he thinks</i>]

FIRST ANSWER RULE THROUGHOUT

No.	Expected Answers and Rationale	Mark	Incorrect Answers and Rationale
28a + 28b	<p>Any two. Max one from each group.</p> <p><i>[Second mark available for a second reason given in either part (a or b), if no answer is given for the other part]</i></p> <p>Group 1</p> <ul style="list-style-type: none"> • He doesn't want to (catch it / the bus) <p>Group 2</p> <ul style="list-style-type: none"> • He doesn't know anyone (on the bus) / Nobody he knows goes on that / the bus <p>Group 3</p> <ul style="list-style-type: none"> • He would have to walk for 10 minutes to get to the bus stop / bus / stop / it • the bus stop / bus / stop / it is 10 minutes from his house • He lives too far / a long way from the bus (stop) / it • Bus stop / bus / stop / it too far away / too far to walk <p><i>['It' is allowed here because the wording of the question means that 'it' has to refer to the bus stop or the bus.]</i></p> <p>Group 4</p> <ul style="list-style-type: none"> • (The tickets cost a lot / are) expensive • It / the ticket costs (money) <p><i>[For ticket accept: bus pass / travel card / season ticket]</i></p>	[2]	<p><i>[Reject second answer if both from the same group]</i></p> <p>Group 1</p> <ul style="list-style-type: none"> • He doesn't like travelling by bus <i>[in general]</i> <p>Group 2</p> <ul style="list-style-type: none"> • Nobody goes on that / the bus • He caught it once before and didn't like it • No men go on the / that bus <i>[Attempt at Niemand]</i> <p>Group 3</p> <ul style="list-style-type: none"> • Has to walk too far / 10 minutes <i>[without bus / stop / it]</i> • It takes 10 minutes ON ITS OWN <p>Group 4</p> <ul style="list-style-type: none"> • He cannot afford it <p><i>[For ticket reject: bus card / oyster card / rover ticket etc.]</i></p>

FIRST ANSWER RULE THROUGHOUT

No.	Expected Answers and Rationale	Mark	Incorrect Answers and Rationale
29	<ul style="list-style-type: none"> • [<i>rendering of either</i> “sollte”], i.e.: That he should / ought to / needs to (perhaps) find / look for / go to a new / another school that’s nearer to his house / home <i>OR</i> [“vielleicht”: <i>answers including the idea of</i> “perhaps”] i.e.: That he may / might / (perhaps) find / look for / go to a new / another school that’s nearer to his house / home [<i>There needs to be reference to where he lives – “nearby” on its own is INSUFFICIENT</i>] • His bike needs new brakes • He can’t afford to fix his bike / his brakes 	[1]	<ul style="list-style-type: none"> • must / could / wants to / will / has to find / ON ITS OWN WITHOUT “perhaps” • has found a new school – [<i>past tense</i>] • He needs to (spend his time) look(ing) for a new house • The school should be nearer to his house • His bike is broken ON ITS OWN • His bike is kaput / kaput / rubbish • Any wrong, specific problem with his bike eg puncture • He doesn’t like cycling • He hasn’t got enough money to buy a bike / buy a new bike

[Total for Section 3: 30 marks]

Transcript

Note for studio: Casting: F1 and M1 are teenagers, except where stated
F2 and M2 are adults, except where stated
E is an English voice

E Section 1

(Pause 03")

E Exercise 1: Questions 1–5

E In this exercise you will hear five short statements.
Choose the correct answer by ticking one box only.

E Here is an example:

E You are at the railway station.
When does the next train to Hamburg leave?

(Pause 05")

SIGNAL

M1 Der nächste Zug fährt um achtzehn Uhr.

(Pause 05")

SIGNAL

Der nächste Zug fährt um achtzehn Uhr.

(Pause 05")

E The correct answer is: C.

E Now answer these five questions by ticking one box for each.

E A German girl is talking about her school.

E Question 1. Which is her class teacher?

(Pause 05")

SIGNAL

F1 *Mein Klassenlehrer, Herr Schröder, ist alt.**

(Pause 05")

SIGNAL

(repeat from * to **)

(Pause 05")

E Question 2. Which subject does she like?

(Pause 05")

SIGNAL

F1 *Ich lerne gern Mathematik.**

(Pause 05")

SIGNAL

(repeat from * to **)

(Pause 05")

E Question 3. What does she eat for lunch?

(Pause 05")

SIGNAL

F1 *Zu Mittag esse ich Pommes Frites.**

(Pause 05")

SIGNAL

(repeat from * to **)

(Pause 05")

E Question 4. Which sport does she play?

(Pause 05")

SIGNAL

F1 *Ich spiele oft Tischtennis.**

(Pause 05")

SIGNAL

(repeat from * to **)

(Pause 05")

E Question 5. How does she get home?

(Pause 05")

SIGNAL

F1 *Ich fahre mit dem Rad nach Hause.**

(Pause 05")

SIGNAL

(repeat from * to **)

(Pause 05")

Aufgabe 2: Fragen 6–10

Wie ist das Wetter heute?
Schreiben Sie den richtigen Buchstaben.

Beispiel:

M1 Es ist kalt.

(Pause 10")

SIGNAL

(Pause of 04" after each speaker)

***6**

M1 Die Sonne scheint.

7

M2 Es regnet heute.

8

F1 Es donnert und blitzt.

9

F1 Es schneit heute.

10

F2 Es ist heute wolkig.**

(Pause 08")

SIGNAL

(repeat from * to ** with same internal pauses)

(Pause 08")

Aufgabe 3: Fragen 11–15

Auf Urlaub.
Sehen Sie sich die Bilder an.

Wer macht was? Und wo?
Wählen Sie für jede Person **ZWEI** Buchstaben.

Beispiel:

M1 Ich fahre oft nach England. Dort gehe ich mit meinen Eltern wandern.

(Pause 10")

SIGNAL

(Pause 08“ after each speaker)

***11 – Timo**

M1 Meine Familie und ich fahren in die Berge. Dort fahren wir gern Ski.

12 – Angelika

F1 Ich fahre oft nach Amerika. Ich gehe dort in New York einkaufen.

13 – Kristina

F1 Ich habe einen Onkel in Australien. Er wohnt in Sydney. Es gibt dort tolle Museen.

14 – Marie

F1 Ich fahre gewöhnlich zum Strand. Dort spiele ich Volleyball.

15 – Björn

M1 Wir bleiben zu Hause. Ich schwimme gerne im Freibad in meiner Stadt. **

(Pause 08“)

SIGNAL

(repeat from * to ** with same internal pauses)

(Pause 08“)

Aufgabe 4: Fragen 16–20

Im Haushalt. Wer macht welche Arbeit?
Kreuzen Sie das richtige Kästchen an.

Beispiel:

F1 Ich muss samstags das Auto waschen. Und du, Max?

M1 Ja, Susanne, das mache ich auch.

(Pause 03“)

SIGNAL

***Fragen 16–17**

(Pause 04“)

F1 Musst du deine Kleider bügeln? Ich mache das oft.

M1 Nein, Mutti macht das.

F1 Du musst aber im Garten helfen, oder?

M1 Ja, im Sommer.

F1 Ich aber nicht.

(Pause 08“)

Fragen 18–19

(Pause 04“)

M1 Ich muss mein Zimmer aufräumen. Langweilig!

F1 Ach! Ich mache das gerne.

M1 Ich decke lieber den Tisch. Das geht schnell.

F1 Das mache ich nicht – mein Bruder macht das.

(Pause 08“)

Frage 20

(Pause 03“)

F1 Ich trockne aber jeden Abend ab.

M1 Das mache ich auch ziemlich oft. **

(Pause 08“)

SIGNAL

(repeat from * to ** with same internal pauses)

(Pause 10“)

Aufgabe 5: Fragen 21–25

Paul beschreibt seine Schwester.

Kreuzen Sie das richtige Kästchen an.

Beispiel:

M1 Hier ist ein Foto meiner Schwester. Sie ist nett und freundlich.

(Pause 03“)

SIGNAL

***Fragen 21–22**

(Pause 04“)

M1 Sie hat lange blonde Haare. Sie möchte aber lieber rote Haare haben. Sie hat blaue Augen wie mein Vater – meine Mutter und ich haben beide braune Augen.

(Pause 08“)

Fragen 23–24

(Pause 04“)

M1 Meine Schwester heißt Anja. Man schreibt das A-N-J-A. Sie ist neunzehnhundertneunzig geboren.

(Pause 08“)

Frage 25

(Pause 04")

M1 Meine Schwester studiert jetzt Medizin. Sie will später im Krankenhaus arbeiten.**

(Pause 08")

SIGNAL

(repeat from * to ** with same internal pauses)

(Pause 08")

E THIS IS THE END OF SECTION 1.

E Section 2

E Exercise 1: Questions 1–5

E Klaus and Jessica are talking about a concert.
Answer the questions in English.

Example:

F1 Hallo Klaus! Du warst gestern Abend im Konzert, nicht wahr?

M1 Ja, Jessica.

(Pause 05")

SIGNAL

***Questions 1 and 2**

(Pause 05") (second playback pause 03")

F1 Wann hat das Konzert angefangen?

M1 Um Viertel vor acht.

F1 Und wie lange hat die Band gespielt?

M1 Zweieinhalb Stunden. Die Karten waren aber teuer.

(Pause 08")

Questions 3 and 4

(Pause 05") (second playback pause 03")

F1 War das Konzert im Theater?

M1 Nein, im Fußballstadion.

F1 Und war's gut?

M1 Ja, aber mein Platz war ganz hinten. Ich konnte nicht so gut sehen.

(Pause 08")

Question 5

(Pause 05“) (second playback pause 03“)

F1 Und das Wetter – war es trocken?

M1 Ja sicher. Und auch warm.

F1 Toll!**

(Pause 08“)

SIGNAL

(repeat from * to **)

(Pause 08“)

Aufgabe 2: Fragen 6–10

Am Telefon. Petra möchte eine Pizza bestellen.
Kreuzen Sie das richtige Kästchen an.

Beispiel:

M1 Hallo. Pizza Roma. Kann ich Ihnen helfen?

F1 Ich hätte gerne eine Pizza für zwei Personen bitte.

(Pause 05“)

SIGNAL

***Fragen 6 und 7**

(Pause 05“)

M1 Was möchten Sie darauf – Schinken, Pilze oder Zwiebeln?

F1 Ich mag keine Pilze – aber ich hätte gerne Schinken, bitte.

M1 Wir haben auch ein Sonderangebot. Für zwei Euro bekommen Sie eine Flasche Limonade, eine große Packung Chips oder eine Eissorte nach Wahl.

F1 Dann möchte ich Zitroneneis.

(Pause 08“)

Fragen 8 und 9

(Pause 05“)

F1 Was kostet das zusammen?

M1 Das macht elf Euro. Und wie ist Ihre Adresse?

F1 Ich wohne Marktstraße vierzehn. Nach dem Rathaus fahren Sie an der Ampel links.

M1 Wie finde ich das Haus?

F1 Unsere Wohnung ist über der Bäckerei.

(Pause 08“)

Frage 10

(Pause 05“)

M1 Und wie ist Ihre Telefonnummer?

F1 Meine Nummer ist 73 26 82.

M1 Danke schön.

F1 Danke. Tschüs. **

(Pause 10“)

SIGNAL

(Repeat from * to ** with same internal pauses)

(Pause 10“)

Aufgabe 3: Fragen 11–15

Im Krankenhaus. Was ist los?

Kreuzen Sie das richtige Kästchen an.

Beispiel:

F2 Andreas, was ist mit Ihnen los?

M1 Es geht mir gar nicht gut, Frau Doktor.

(Pause 05“)

SIGNAL

***11**

F2 Wo tut es weh?

M1 Ich habe solche Rückenschmerzen.

12

F2 Wie ist das passiert?

M1 Ich bin beim Reiten vom Pferd gefallen.

(Pause 10“)

13

F2 Und wo ist das passiert?

M1 Das war vor einer Stunde am Bauernhof.

14

F2 Na, es sieht nicht so gut aus. Sie müssen über Nacht hier bleiben.

M1 Ach, wie dumm! Ich wollte heute Abend in die Disko. Und....ich habe nichts mit.

(Pause 10“)

15

F2 Sind Sie alleine ins Krankenhaus gekommen?

M1 Nein, mein Opa hat mich mit dem Auto gefahren. **

(Pause 10“)

SIGNAL

(Repeat from * to ** with same internal pauses)

(Pause 10“)

Aufgabe 4: Fragen 16–20

Brigitte besucht ihren Onkel Kurt.
Kreuzen Sie das richtige Kästchen an.

Beispiel:

M2 Wie war die Reise, Brigitte?

F1 Die Reise habe ich lang aber ziemlich interessant gefunden.

(Pause 05“)

SIGNAL

***Fragen 16 und 17**

(Pause 05“)

M2 Was möchtest du also zuerst machen – duschen, essen oder sofort mit deiner Kusine Tine ausgehen?

F1 Ich gehe zuerst unter die Dusche, weil der Zug ganz schmutzig war.

M2 Ja, das geht natürlich. Brauchst du Seife oder ein Handtuch?

F1 Danke, ich habe beides. Ich glaube aber, ich habe meine Zahnbürste vergessen.

(Pause 08“)

Fragen 18 und 19

(Pause 05“)

M2 Was möchtest du alles machen, während du hier bist?

F1 Ich möchte mindestens einmal mit Tine in die Stadt gehen. Ich brauche neue Schuhe und ihr habt hier gute Geschäfte.

M2 Und heute Abend? Es gibt ein neues Stück im Theater und deine Tante Eva und ich gehen dahin. Möchtest du mitkommen?

F1 Nein danke, Onkel Kurt. Ich würde lieber mit Tine ins Kino gehen.

(Pause 08“)

Frage 20

(Pause 05“)

M2 Musst du auch dieses Wochenende Hausaufgaben machen?

F1 Ja. Englisch habe ich schon fertig. Aber ich muss noch für Erdkunde etwas über Russland schreiben. **

(Pause 08“)

SIGNAL

(Repeat from * to ** with same internal pauses)

(Pause 08“)

E THIS IS THE END OF SECTION 2.

Section 3**Aufgabe 1: Fragen 1–7**

Schulausflüge.

Was haben diese Schüler gemacht?

Schreiben Sie den richtigen Buchstaben.

Beispiel:

F1 Letztes Jahr bin ich mit meiner Klasse nach Frankreich gefahren. Dort haben wir den Eiffelturm gesehen.

(Pause 10“)

SIGNAL

(Pause 05“ after each speaker)

***1**

M1 Ich war mit der Klasse in Köln. Den alten Dom habe ich nicht so interessant gefunden.

2

F1 Es gab neben unserem Hotel eine Seilbahn. Das war echt toll!

3

M1 Meine Klasse hat die Vereinigten Staaten besucht, wo wir eine Weile in die Schule gegangen sind.

4

M2 Die Schulmannschaft nimmt immer an Fußballwettbewerben in verschiedenen Ländern teil. Es war wunderbar, dass ich dabei mitspielen durfte.

5

F1 Wir haben immer einen Ausflug in eine Gegend gemacht, wo wir über den Naturschutz gelernt haben.

6

M1 Ich habe oft mit der Klasse gezeltet. Die Lehrer denken, dass wir dabei selbständiger werden.

7

F1 Meine Klassenkameraden und ich arbeiten oft für die Gemeinschaft. Neulich waren einige von uns in einem Heim für alte Leute, wo wir alle sehr fleißig gearbeitet haben. **

(Pause 08“)

SIGNAL

(Repeat from * to ** with same internal pauses)

(Pause 08“)

Aufgabe 2: Fragen 8–12

Eine gesunde Familie.

Wer will was machen, um gesund zu werden?

Kreuzen Sie das richtige Kästchen an.

Beispiel:

F1 Ich bin die Claudia. In meiner Familie wollen wir alle versuchen, gesund zu werden. Meine Eltern haben gesagt, dass ich jetzt dreimal pro Woche ins Fitnesszentrum gehen darf.

(Pause 05“)

SIGNAL

***8**

F1 Meine Mutter sagt, dass sie weniger Fleisch und Schokolade essen wird. Dafür wird sie öfter Obst und Salat zu sich nehmen.

9

F1 Vati soll sich mehr bewegen. Jetzt will er jeden Tag im Büro die Treppe benutzen, statt im Aufzug zu fahren.

(Pause 08“)

10

F1 Der Dieter soll auch gesünder essen. Er will keine Bonbons mehr essen. Dabei will er auch Taschengeld sparen.

11

F1 Meine Oma sagt, dass sie von jetzt an täglich zum Zeitungshändler laufen wird, um dort ihre Zeitung abzuholen.

(Pause 08“)

12

F1 Meine Freundin Sara will auch mit uns fit werden. Sie ist Nichtschwimmerin. Sie will zweimal in der Woche eine Stunde radfahren. **

(Pause 05“)

SIGNAL

(Repeat from * to ** with same internal pauses)

(Pause 08“)

Aufgabe 3: Fragen 13–19

Steffi und Peter machen Pläne für das Wochenende.
Kreuzen Sie das richtige Kästchen an.

Beispiel:

M1 Ich möchte am Sonnabend das Fußballspiel sehen. Kommst du mit?

F1 Ja, gerne. Welche Mannschaften sind das denn?

(Pause 05“)

SIGNAL

***Fragen 13 und 14**

(Pause 05“)

M1 Das sind meine Lieblingsmannschaft aus meiner Heimatstadt Hamburg und eine Mannschaft aus Frankreich. Das soll ein tolles Spiel werden.

F1 Die Karten werden also ziemlich teuer sein, oder?

M1 Das weiß ich nicht. Ich habe meine Jahreskarte. Ich glaube aber, dass es immer eine Ermäßigung für Studenten gibt.

(Pause 08“)

Fragen 15 und 16

(Pause 05“)

F1 Und um wie viel Uhr fängt das Spiel an? Samstag früh muss ich mit meiner Mutter Lebensmittel kaufen.

M1 Ich glaube um fünfzehn Uhr dreißig. Schaffst du das?

F1 Ja. Das soll kein Problem sein. Wo treffen wir uns also? Und wann?

M1 Vielleicht am Turm? Nein, ich hole dich um halb drei vom Zug ab. Dann können wir zusammen zum Stadion laufen.

(Pause 08“)

Fragen 17 und 18

(Pause 05“)

F1 Ja, also bis dann. Ich freue mich sehr darauf, dieses Spiel zu sehen.

M1 Ja. Hoffentlich wird mein Lieblingsspieler wie letzte Woche viele Tore schießen.

F1 Und was sollen wir also nach dem Spiel machen? Musst du sofort nach Hause gehen?

M1 Nein. Möchtest du also mit mir ins Kino gehen?

F1 Ich dachte, dass wir uns vielleicht im Café mit Hans und Katharina treffen sollten.

M1 Na gut, das machen wir also.

(Pause 08“)

Frage 19

(Pause 05“)

M1 Und was sind dann deine Pläne für nächste Woche?

F1 Na ja, ich würde ganz gerne selber Fußball spielen, aber leider muss ich viele Hausaufgaben machen und außerdem habe ich einen neuen Teilzeitjob und auch viele Klassenarbeiten in der Schule.

M1 Also gut. Viel Glück! **

(Pause 08“)

SIGNAL

(Repeat from * to ** with same internal pauses)

(Pause 08“)

Aufgabe 4: Fragen 20–25

Arbeitspraktikum.

Füllen Sie die Lücken auf Deutsch aus.

Beispiel:

F2 Wo hast du dein Arbeitspraktikum gemacht?

F1 Das war in einer Grundschule.

(Pause 05“)

SIGNAL

***Fragen 20 und 21**

(Pause 05“)

F2 Und wie hast du die Arbeit gefunden?

F1 Besonders interessant war das Lesen mit den Kindern.

F2 Gab es auch Nachteile?

F1 Ja, es war schlecht, dass ich jeden Morgen um sechs aufgestanden bin, um rechtzeitig zur Arbeit zu kommen.

(Pause 08“)

Fragen 22 und 23

(Pause 05“)

F2 Und wie waren die Leute?

F1 Die meisten Kinder waren ganz süß, und das Personal war immer bereit mir zu helfen.

F2 Und musstest du viel Kaffee kochen?

F1 Das habe ich natürlich manchmal gemacht, aber an den meisten Tagen musste ich die ganze Zeit im Klassenzimmer sein.

(Pause 08“)

Fragen 24 und 25

(Pause 05“)

F2 Möchtest du denn später Lehrerin werden?

F1 Das weiß ich noch nicht. Ich würde aber vielleicht lieber in einem Gymnasium mit Kindern von elf bis achtzehn arbeiten.

F2 Wieso das denn?

F1 Weil ich dann nur Englisch und Deutsch unterrichten könnte. Ich bin keineswegs praktisch begabt und würde es sehr schwer finden, Kunst oder so unterrichten zu müssen. **

(Pause 08“)

SIGNAL

(Repeat from * to ** with same internal pauses)

(Pause 08“)

Exercise 5: Questions 26–29

Heiko is talking to his teacher, Frau Müller.

Answer the questions in English.

E Example:

M1 Ich finde meinen Schulweg viel zu lang. Das ärgert mich total.

(Pause 05“)

SIGNAL

***E Questions 26 and 27**

(Pause 05“)

M1 Ich brauche mindestens eine halbe Stunde, heute sogar eine Dreiviertelstunde.

F2 Könntest du nicht mit dem Auto fahren?

M1 Leider nicht. Meine Eltern fahren beide mit dem Rad zur Arbeit, weil sie wissen, dass das umweltfreundlich ist.

(Pause 08“)

E Questions 28a and 28b

(Pause 05“)

F2 Es gibt doch einen Bus?

M1 Ja, aber den möchte ich nicht nehmen.

F2 Wieso nicht?

M1 Ich kenne niemanden in diesem Bus und außerdem müsste ich sowieso zehn Minuten zur Haltestelle laufen. Die Fahrkarten kosten auch ziemlich viel.

(Pause 08“)

E Question 29

(Pause 05")

F2 Es scheint also, als ob du keine andere Wahl hast. Du sollst mit dem Rad zur Schule fahren.

M1 Das kann ich auch nicht. Mein Rad braucht neue Bremsen und die kann ich im Moment nicht kaufen. Vielleicht sollte ich eine andere Schule in der Nähe meines Hauses suchen, Frau Müller! **

(Pause 08")

SIGNAL

(Repeat from * to ** with same internal pauses)

(Pause 08")

E THIS IS THE END OF SECTION 3.

2362 & 2365 Speaking

Scheme of Assessment

Foundation Tier		Marks
Section 1 Role Play	Communication	8
Section 2 Role Play	Communication	8
Presentation	Communication	4
Discussion and Conversation	Communication	10
Overall Linguistic Quality	Accuracy	20
Total		50

Higher Tier		Marks
Section 2 Role Play	Communication	8
Section 3 Narrative RP	Communication	8
Presentation	Communication	4
Discussion and Conversation	Communication	10
Overall Linguistic Quality	Accuracy	20
Total		50

Section 1 Role Play, 4 items, marked 2, 1, 0

2	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner. Incorrect use of the 'you' form overlooked at this level.
1	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer.
0	Candidate fails to communicate the message or is fed the answer by the examiner.

Section 2 Role Play, 4 items, marked 2, 1, 0

2	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner, using the appropriate tense. Inappropriate use of the 'you' form qualifies for a maximum of 1 mark on the first occurrence only.
1	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer.
0	Candidate fails to communicate the message or is fed the answer by the examiner.

Section 3 Narrative Role Play

8	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
7/6	Conveys all the main points with little ambiguity. Little guidance needed. Easy interchanges with examiner. Gives opinions and justifications. Quite fluent. Maintains reasonably good pace.
5/4	Communicates most of the main points. Some guidance needed from the examiner. Responds to queries from the examiner about ambiguities. Gives limited range of opinions and justifications when prompted. Pace varies somewhat. Reasonably fluent.
3/2	Communicates some of the main points, but the overall picture is somewhat unclear. Needs much guidance from the examiner, and responds hesitantly. Pace slow. Lacks fluency.
1/0	Communicates isolated points only. No overall picture communicated. Has difficulty in responding to examiner. Pace very slow. Little fluency.

This is a 'best fit' exercise. Where some qualities are lacking, the lower of two marks in the mark band will be appropriate.

Presentation – Communication**[4 marks]**

4	Excellent, well-organised preparation and delivery of material. All main points communicated very clearly. A range of opinions and justifications expressed with ease.
3	Good preparation and delivery of material. All main points communicated without ambiguity. Straightforward opinions routinely expressed with some justifications.
2	Fairly good preparation and delivery of material. All main points communicated with little ambiguity. Straightforward opinions expressed.
1	Performance needs considerable examiner assistance to elicit material.
0	Absolutely nothing of merit.

For Foundation Tier it will be unusual for candidates to be awarded more than 3 marks.

Discussion of Presentation and Conversation – Communication**[10 marks]**

10	Mature Discussion of the Presentation. Both Conversation topics handled very impressively. Spontaneous interchange with examiner, shows initiative. A wide range of opinions and justifications expressed with ease. Takes the initiative in conversation. Outstanding.
9/8	Discussion of the Presentation and both Conversation topics handled well. Examiner has little need to rephrase. A range of opinions and justifications expressed with ease. Can take the initiative in conversation.
7/6	Discusses the Presentation reasonably well. Develops both Conversation topics reasonably well OR has one strong and one weak topic. Expresses opinions. Communicates clearly, despite errors.
5/4	Discussion of the Presentation pedestrian, with the examiner leading questioning a good deal. Conversation topics dealt with in a straightforward but limited way. Examiner may need to rephrase questions before they are understood. Communicates obvious points, despite a good number of errors.
3/2	Discussion of the Presentation laboured, with the examiner doing most of the work. Conversation topics only work with considerable input from the examiner, and generally only understands simple questions when they are rephrased. Only some points clearly communicated, and many errors.
1/0	Little or nothing of merit.

For Foundation Tier it will be unusual for candidates to be awarded more than 7 marks.

Linguistic quality – covers the whole examination except the Presentation [20 marks]

20/19	Confident and very accurate use of a variety of tenses appropriate to subject matter. Wide range of structures and vocabulary with occasional isolated errors in more complex language. Responds at considerable length to open questions. Pronunciation and intonation extremely accurate for a non-native speaker.
18/17/16	Very good and consistent use of a variety of tenses appropriate to subject matter. Very good range of structures and vocabulary. Consistent use of more complex language features. Pronunciation and intonation very accurate for a non-native speaker.
15/14	Good consistent use of tense appropriate to subject matter with only occasional errors. Good range of structures and vocabulary. Some errors in more complex language. Pronunciation and intonation mostly accurate with only occasional slips.
13/12/11	Use of past, present and future tenses appropriate, but with some inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate with occasional hesitation.
10/9	General awareness and some use of tenses appropriate to subject matter, but many inaccuracies. Adequate range of structures and vocabulary. Pronunciation and intonation generally accurate, but some errors. Hesitant at times.
8/7	Some awareness and limited use of different tenses. Generally appropriate attempts at subject/verb accord. Fairly limited range of structures and vocabulary. Pronunciation and intonation fair, but inconsistent. Some hesitation.
6/5/4	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
3/2	Very occasional awareness and success at subject/verb accord. Very limited range of vocabulary. Answers brief and often monosyllabic. Pronunciation very approximate and delivery very hesitant.
1/0	Little or nothing of merit.

For Foundation Tier it will be unusual for candidates to be awarded more than 13 marks.

2363 Reading

Foundation Tier

Exercise 1

- 1 F [1]
 2 G [1]
 3 E [1]
 4 H [1]
 5 A [1]

Aufgabe 2

- 6 L [1]
 7 H [1]
 8 J [1]
 9 E [1]
 10 F [1]
 11 K [1]
 12 A [1]
 13 C [1]

Aufgabe 3

- 14 A [1]
 15 C [1]
 16 A [1]
 17 C [1]
 18 B [1]

Aufgabe 4 – Frage 19

	Alter					hat Geschwister	ist Einzelkind	mag Sport	arbeitet gern in der Schule	möchte gern arbeiten gehen
	12	13	14	15	16					
Anna			✓			✓				
Charl.							✓	✓		✓
James						✓			✓	

[Total: 7 marks]

Deduct 1 mark for each excess tick.

Aufgabe 5 – Frage 20	
Ben und Erik machen einen Schüleraustausch.	✓
Erik hat Bens Adresse von seiner Mutter.	
Erik hat kurze Haare.	
Erik wird am Wochenende Geburtstag feiern.	✓
Erik schickt Ben ein Bild von seiner Katze.	
Erik hat Haustiere.	✓
Erik wohnt mit seiner Oma zusammen.	
Eriks Haus ist im Stadtzentrum.	✓
Ben besucht Erik im Sommer.	✓
Der Sommer in München ist kalt.	

[Total: 5 marks]

Deduct 1 mark for each excess tick.

Section 2 – Foundation and Higher

		Comment	
Exercise 1			
1	flat / apartment	[1]	Reject house, home, etc Ignore mistranslation of Ferien
2	No garden	[1]	Reject garten
3	Cycling / riding bike or similar	[1]	Reject walking Ignore 'woods'
4a	June	[1]	Ignore next
4b	warmer, hotter, not so cold	[1]	Comparative essential Reject wärmer (dtsch)
Aufgabe 2			
			Allow circling, underlining and striking through (see example) to indicate correct answer.
5	ganz interessant	[1]	
6	nicht nur	[1]	
7	seine Arbeitsroutine	[1]	
8	meistens	[1]	
9	Unterwegs	[1]	
10	Richtung Süden	[1]	
Aufgabe 3			
			Words must come from the boxed list. Ignore minor mis-spelling, e.g. nachte, einfack, swimmen.
11	Wohnwagen	[1]	
12	Nächte	[1]	
13	parken	[1]	
14	Bus	[1]	
15	einfach	[1]	
16	jeden Samstag	[1]	
17	rudern	[1]	
18	schwimmen	[1]	
19	geschlossen	[1]	

Section 3 – Higher Tier

Aufgabe 1: Frage 1		
	Maria hat an einem Wochentag geschrieben.	
	Maria hat neulich viele Tests gehabt.	✓
	Maria hat jetzt genug von den Schularbeiten.	✓
	Maria hat vier Geschichten geschrieben.	
	In allen Fächern bekommt Maria schlechtere Noten als letztes Jahr.	
	Maria war letztes Jahr in England.	✓
	Dieses Jahr schiebt Maria ein besseres Englisch.	
	Marias Vater verkauft Reis in Amerika.	
	Marias Vater kann gut Englisch.	✓
	Marias Mutter lernt Spanisch.	✓
	Maria möchte gern später aufstehen.	✓
	Maria findet ihre erste Stunde prima.	
	Charlotte kommt erst nachmittags aus der Schule.	✓
	Charlotte trifft sich spät abends mit Freunden.	

[Total 7 marks]

Deduct 1 mark for each excess tick.

Aufgabe 2	Ignore minor mis-spelling.	
2	Feuerwehrmann	[1]
3	nachts	[1]
4	Hausarbeit	[1]
5	ungern	[1]
6	tun	[1]
7	teuer	[1]
8	die Einkaufsliste	[1]
9	Recht	[1]
10	ebenso gut	[1]
11	bekommen	[1]

Aufgabe 3		
12	Alle Schüler haben feste Pläne.	
	25% der Schüler wissen nicht, was sie machen wollen.	✓
	Die Arbeit im Krankenhaus ist für einige attraktiv.	✓
	Rund 10% werden Krankenschwester.	
	Rund 20% sind sicher, dass sie nicht auf die Uni wollen.	✓
	Niemand hält seine Eltern für wichtig.	
	Einige Eltern fragen nach dem Abitur.	
	Einige Schüler wollen zuerst die Prüfungen hinter sich haben.	✓
	Viele Schüler verstehen nicht viel von Computern.	✓
	Die meisten glauben, sie werden mit Computern nicht gut verdienen.	
	Die meisten Schülerinnen sagten, sie wollen weiterstudieren.	✓
	Einige haben Angst vor dem Studentenleben.	
	Nur wenige Schüler wählen den Lehrerberuf.	✓
	Die Schüler müssen zu früh in die Schule gehen.	
	Alle halten Geld für wichtig.	✓
	Alle Schüler wollen später einen Wohnwagen kaufen.	

[Total 8 marks]

Deduct 1 mark for each excess tick.

Exercise 4			
	Expected answers	Marks	Rationale
13 a/b	2 of : <ul style="list-style-type: none"> • <u>Drinks</u> in <u>cans</u> • Bottles / glass / cans (thrown) in bin / in rubbish / thrown away / not re-cycled • Offices using white paper, not re-cycled 	[1] + [1]	Both elements essential Reject wrong specific, eg plastic Ignore ref. to schools Ignore old or grey paper on its own Reject wasting paper
<p>Apply first answer rule to Q13:</p> <p>2 correct answers on first line gains two marks if second line is left blank. Enter 1 mark against each 13a and 13b.</p> <p>If 2 correct answers appear on first line, but an incorrect answer on second line, candidate scores only the mark for first answer on first line.</p>			
14	1 of : <ul style="list-style-type: none"> • plastic • not recycled paper 	[1]	Allow man-made, synthetic, artificial materials Ignore old or grey paper
15	<ul style="list-style-type: none"> • people at home / we • are asked to / supposed to / encouraged to / should / must / have to • turn down / lower • our / their heating <p>all 4 elements req'd for this first mark</p>	[1]	Reject turn off
	WHEREAS.....		It is important to review the candidate's whole answer, i.e. both lines, when awarding the second mark.
	In offices + comfortable / warm OR they don't do this in offices (i.e. turn it down)	[1]	Allow translation of Beamte as civil servants / officials / politicians. Otherwise wrong specific loses the mark. Take care not to penalise the same error twice, e.g. herunterdrehen, or misinterpretation of 'sollen.'

2364 Writing

WRITING PAPER MARK SCHEME

GCSE FRENCH (2354)/GERMAN (2364)/GUJARATI (2374)/SPANISH (2384)

Foundation Tier Scheme of Assessment

Section 1

Exercise 1	[8 marks] (Communication 8)
Exercise 2	[9 marks] (Communication 6; Accuracy 3)
Exercise 3	[13 marks] (Communication 6; Q of L 7)
Total for Communication	[20 marks]
Total for Quality of Language and Accuracy	[10 marks]
Total for Section 1	[30 marks]

Section 2

Communication	[10 marks]
Quality of Language	[6 marks]
Accuracy	[4 marks]
Total for Section 2	[20 marks]
Total for Foundation Tier	[50 marks]

Higher Tier Scheme of Assessment**Section 2**

Communication	[10 marks]
Quality of Language	[6 marks]
Accuracy	[4 marks]
Total for Section 2	[20 marks]

Section 3

Communication	[10 marks]
Quality of Language	[14 marks]
Accuracy	[6 marks]
Total for Section 3	[30 marks]
Total for Higher Tier	[50 marks]

**Additional guidance: For 2364/1 Foundation Tier, use Sections 1 and 2
For 2364/2 Higher Tier, use Sections 2 and 3**

SECTION 1

Communication

Exercise 1

List

[8 marks]

8 items each marked 1 for communication

Mark for communication using the principle “if in doubt, sound it out”.
Allow cognates. Do not allow languages other than the target language.

Rationale: candidates write 8 separate words in German well enough to be understood.

Exercise 1: Additional guidance

Exemplars: This list is intended to be indicative only.

ACCEPTABLE

UNACCEPTABLE

1. Words must be in German...

Biologie
Mathe
Geschichte, Geschicte,

Deutch
Musik
Informatik
Kochen
Physik
Französisch

Biology, biologique
Maths, mathématique
geschite, Geschwister, Geschiste, Geshickte,
Gesichte
Dutch, duetsch
music, musique
informatique
Kuchen, Küche, Koken
Physiks
Frenchosich

...or may be identically spelt English words, having the same meaning in German...

Sport
Religion

2. Words must be relevant within the meaning of the question, i.e. they must be **school subjects** or **opinions** (and they do not need to be confined to those illustrated on the question paper)...

Drama
Spanisch

Aula
Schulhof

...but they must **not** be those used as examples...

Englisch
gut

Please note that gut may have a qualifier and gain credit:
sehr gut
nicht gut

ACCEPTABLE

UNACCEPTABLE

3. Words must be written such that they would be comprehensible to a sympathetic native speaker of German...

Kunsst
langwielig, langwelig, langweilick
wunderbahr
interessant
nict gut
Musick

cnust
landweilig
wondervull
interesting, interestant

...or, if not immediately comprehensible on the page, if they would **sound** like a German word on being read aloud by the sympathetic native speaker...

Kemie
Cunst
Tolerate **ei** for **ie** and vice versa unless the meaning is traduced by it
langwielig

Kemmy
Cuntz

4. Words are not invalidated by erroneous additional material...

boring Mathe
very langweilig

5. Words are not invalidated by erroneous accentuation...

Künst
Religiön
Köchen
Spørt

6. Up to two variations of the same concept are accepted in the list...

sehr gut (✓)
ziemlich gut (✓)

Exercise 2 Manipulation of language in response to verbal or visual stimuli
[9 marks]

Rationale: Candidates write a short word or phrase from memory based on a visual stimulus.

Communication [6 marks]
(one mark per recognisable lexical item)

If the item is comprehensible, 1 mark is awarded for comprehension.

Accuracy [3 marks]

3 marks	at least 5 items written accurately
2 marks	at least 3 items written accurately
1 mark	at least 1 item written accurately

Accuracy is rewarded for the spelling of the main verb as conjugated or noun in each item. The assessor looks at all 6 items, then awards marks according to the Accuracy grid.

Exercise 2 COMMUNICATION: Additional guidance

ACCEPTABLE

UNACCEPTABLE

7. Nouns, verbs and phrases must be relevant within the meaning of the question, i.e. they must capture the idea of the picture – respond to the spirit of the **visual** stimulus – but do not have to respond to the grammatical stimulus...

No. 1	schwimme, schwime shwimme	swimme, swim, schimme
No. 2	Schwimmbad, Hallenbad, etc Shwimmenbad Shwimmenbat Hallbad Wasser, Sportzentrum	Swimmenbat, Gymnasium Frybad
No. 3	spiele, mache hasse, sehe mag, lerne	gern sieht
No. 4	Turnhalle, Schule, Gymnasium Sportzentrum (see 9)	Hause
No. 5	jogge wandere, gehe, laufe etc	zu Fuß, jogging, jog, joge, jogen footing
No. 6	Park, Spielplatz im Garten	parc, Parkplatz, parking

8. Words are not invalidated by erroneous additional material, provided it does not obscure the meaning...

No. 1	schwimme good	
No. 2	outdoor Hallenbad	in der Turnhalle
No. 3	liebe dein	wäsche
No. 4	newen Schule	Parkhaus
No. 5	jogge fast	
No. 6	old Park	

9. Repetition of words or phrases is not acceptable. When the same word is used more than once, it is credited only on its first appearance.

Exercise 2 QUALITY: Additional guidance

ACCEPTABLE

UNACCEPTABLE

10. Marks for Accuracy are awarded for spelling. They are awarded when the main word (usually the noun or the verb) in the candidate's response is spelt correctly...

schwimme girn
Park

schwimmt girn
Parck

Exercise 3 Simple connected writing**[Total: 13 marks]**

Rationale: Candidates write six sentences.

Communication**[6 marks]**

For each item, if communication is understandable, despite errors, award 1 mark. If more than one sentence is written for an item, mark the best.

If a communication is partial, or a phrase only is offered, for the first occurrence mark as 1, for the second occurrence mark as 0, etc.

6/5	Meets all or most of the requirements set.
4/3	Some omissions in fulfilling task.
2/1	Only very intermittent response to task.
0	Fails to respond to task set.

Quality of Language**[7 marks]**

6-7	Basic range of vocabulary and structure. Effective for a variety of straightforward messages. Some awareness of verb usage, with limited success. The writing is sufficiently accurate to enable a clear message to be conveyed.
4-5	Restricted range of vocabulary. Short sentences succeed in communicating simple points. Despite regular errors, the writing often conveys a clear message.
2-3	Individual vocabulary items or short phrases.
0-1	The language conveys little or no message.

Total for Section 1**[30 marks]**

Exercise 3 COMMUNICATION: Additional guidance

NB. If a communication is partial, or a phrase only is offered, for the first occurrence mark as 1, for the second occurrence mark as 0, etc.

ACCEPTABLE

PARTIAL

UNACCEPTABLE

11. The Candidate must convey fully the meaning cued by each stimulus, using a sentence, i.e. the idea(s)/concept(s) of the stimulus must be communicated (without having to show grammatical accuracy)...

No. 1 Ich esse Toast

Toast

Ich kaufe Obst

No. 2 Ich fahre Rad

radfahren

Ich cycle

No. 3 Ich trinke Orangensaft

Saft

Ich viele drinke

No. 4 Ich spiele Hockey

FuBall

Ich wohne FuBall

No. 5 Ich schlafe 8 Stunden

im Bett

Ich schlaufe gurn

No. 6 Ich mag Zigaretten nicht

ich mag nicht

Ich nicht

12. Answers are not invalidated by erroneous additional material, provided it does not obscure the meaning...

No. 1 Ich esse Toast mit Denf und Butter

No. 6 Rauchen ist really nicht gesund

13. Repetitions are acceptable. For example, most of the Tasks could begin with: *Jetzt* but because the demands of the different Tasks are varied, provided the Candidate conveys the different meanings, such a repetition would not matter.

14. Combining tasks using the same initial verb is acceptable. For example, Tasks 2 and 3 could be run together: *Ich fahre rad und trinke viel Wasser.*

Exercise 3 QUALITY: Additional guidance

- 15.** IN THE 6–7 BAND Candidate responses would be expected to be sentences, and some of the verbs will be correct...
Ich esse Bohnen
The word order will tend to be correct...
Radfahren macht Spaß
Spelling errors will be unlikely to affect the basic communication...
Im Parck kann ich Sport trieben
There may be attempts at linkages...
Ich schlafe viel und rauche nicht
- 16.** IN THE 4–5 BAND some responses may be sentences, and a few of the verbs will be correct...
Ich esse viel Spack
The word order will tend to be uncertain...
Um 10 Uhr ich habe gegangen Bett
Spelling errors will affect the communication...
Ich rauke nit
- 17.** IN THE 2–3 BAND responses will tend to be notes or phrases ...
Cornflakes
The word order will be anglicised...
Ich nie raucht
Spelling errors will seriously affect the communication...
Ich bin essen Käse

SECTION 2

Rationale: Candidates write continuous prose following guidance. They need to show use of past, present, future time frames and give opinions. These skills are cued in the tasks.

Communication**[10 marks]**

8-10	All the points of the task are communicated. Communicates personal opinions. Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
5-7	The main points of the task are communicated in sentence form. Additional details are often communicated. An attempt to use more than one tense, where appropriate.
2-4	The main points of the task and occasional additional details are communicated in sentence form.
1	The main points of the task are communicated in short sentences.
0	Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.

Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, "continuous present tense" (e.g. *ich bin gehen*) which are inappropriate in the target language, failure to mention tasks or complete non-sequiturs.

Quality of Language**[6 marks]**

5-6	Limited range of vocabulary, idiom and structure. Appropriate register used. The style of writing is basic but reasonably coherent. Past, present and future tenses used at a basic level.
3-4	A basic range of vocabulary, idiom and structure. Sentences may be repetitive but are often successful. Some limited attempt at the use of more than one tense.
1-2	Basic range of vocabulary and structure. Effective for a variety of straightforward messages. Some awareness of verb usage, with limited success.
0	Nothing of merit at this level.

Accuracy**[4 marks]**

3-4	There is more accuracy than inaccuracy. The writing is sufficiently accurate to enable a clear message to be conveyed.
1-2	Despite regular errors, the writing often conveys a clear message. The degree of inaccuracy frequently obscures the meaning.
0	Insufficient accurate language to convey the meanings.

Total for Section 2**[20 marks]**

Section 2 COMMUNICATION: Additional guidance

The Candidate must try to respond relevantly and successfully in German to each of the tasks set.

The Examiner places a capital letter T in the left-hand margin of the script to indicate the point where the Candidate has recognisably attempted to address each task. The Examiner then assesses the degree of success in the Candidate's communication and indicates it on a three-point scale as follows:

- **T** The Candidate has achieved acceptable communication (see below),
e.g. (Question 2, Task 4): *Nächsten Monat ich gehe in der Stadt um Fußball zu sehen*
- **T-** The Candidate has achieved partial communication (see below),
e.g. *Nachste Monat ich gehr in die Stadt für Fußball*
- **Tx** shows that the Candidate has failed to communicate anything relevant
e.g. *Nexte Month ich habe in die Stadt Fußball gegehen muss*

If the Candidate has omitted the task altogether, put **Tx** at the foot of the script.

If more than one task is omitted, use **Tx** more than once, as appropriate.

ACCEPTABLE COMMUNICATION

PARTIAL COMMUNICATION

18. The tense of the verb must be logical as required by the task...

Q1t1 *Letztes Wochenende habe ich eine Pizza gegessen*

Letzte Woche esse ich Pizza

NOT acceptable: *Letztes Jahr, letzten Monat*

19. Provided the other information in a task is correct, a task is acceptably completed when it contains a verb and or a time phrase that indicates an appropriate time frame...

Q2t3 *Ich ist Kino gegangen*

Ich bin Kino gehen

Q1t3 *Ich bin Hockey im Park gespielt*

Ich am Hockey im Park spielen

Q1t4 *Nächstes Wochenende ich fahre nach London*

Ich fahre nach London

Q2t4 *Nachstes Monat ich gehen ins Kino*

Ich gehe ins Kino

Nächtes Monat ich gehe ins Kino

NOT acceptable: *Wochede, nachtes, nechstes, nexten Monat*

ACCEPTABLE COMMUNICATION

PARTIAL COMMUNICATION

20. Future time frames or time references are acceptable in a variety of forms. For Section 2 markers are asked to be tolerant of the position of the infinitive if the *werden* future is used, and also of the use of inversion when assessing communication.

Nächsten Monat ich fahre nach Spanien
Nächsten Monat ich werde nach Polen fahren.
Nächsten Monat ich werde nach Polen fahren mit meiner Familie.
Ich habe vor, nächsten Monat nach Spanien zu fahren

Ich fahre nach Spanien
Ich werden nach Polen fahren
Nexten Monat ...

21. An important element in the Communication criteria (top band) is the Candidate's ability to express an opinion. Opinions, as Tasks, can be classified. The Examiner places a letter **O** in the right-hand margin, or **Ox** for unsuccessful communication.

SUCCESSFUL COMMUNICATION

ATTEMPTED BUT UNSUCCESSFUL COMMUNICATION

Q2t2 *Das hat Spaß gemacht*
 Q1t2 *Ich finde einkaufen fantastisch*

Dat was Spaß
Einkaufen ist mein Lieblingsfach

Section 2 QUALITY: Additional guidance

22. A vital element in the Quality criteria is the Candidate's ability to use verb tenses. In order to qualify for the top band (5-6 marks) the Candidate must include at least one **correct** example of each of the three time frames: past, present and future. **THE CANDIDATE WHO DOES NOT DO THIS MAY NOT SCORE MORE THAN 4 MARKS FOR "QUALITY"**. This hurdle does **not** also apply to the Candidate's score in "Communication". Tenses are classified in the same way as Opinions. See 21 above: the Examiner places a "**P**", "**Px**", "**F**" or "**F-**" in the right-hand margin...

SUCCESSFUL

- Q2t3 *Letzte Woche habe ich einen Pullover gekauft*
Letztes Wochenende ich habe einen Pullover gekauft
 Q2t4 *Wir werden an die See fahren*

ATTEMPTED BUT UNSUCCESSFUL

- Letzte Woche habe ich einen Pullover kaufen*
Letztes Wochenende ich habe gekauft einen Pullover
Wir an die See fahren

- Q2t4 *Nächsten Monat ich werde mit meiner Familie nach Polen fahren* *Nächsten Monat ich werde fahren nach Polen mit meiner Familie*

NOTE that such examples may be acceptable for **Communication** (see 19 and 20 above) but they are not correct and so are not successful in terms of the **Quality** criteria.

For a future time frame, the following ways of expressing the future should be accepted...

future time expression + present tense
 ich werde + infinitive
 ich möchte + infinitive
 ich will + infinitive
 ich habe vor, ... zu machen, etc

For all of the above, disregard subject-verb inversion.

SECTION 3 Communication

[10 marks]

9-10	Communicates and expands on information and narrates events factually and/or imaginatively with no ambiguity. Communicates and justifies a range of ideas and points of view. Communicates in longer sequences, giving detailed descriptions. Coherent, pleasant to read. Highly creative and imaginative writing, where appropriate.
7-8	Communicates and expands on information and narrates events factually and/or imaginatively. Communicates and justifies ideas and points of view. Communicates in longer sequences, giving descriptions. Creative and imaginative writing, where appropriate.
5-6	All the points of the task are communicated in some detail. Communicates personal opinions in some detail. Communicates a very clear message in factual and/or imaginative writing.
3-4	All the points of the task are communicated. Communicates personal opinions. Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
1-2	The main points of the task are communicated in sentence form. Additional details are often communicated. An attempt to use more than one tense, where appropriate.
0	Much ambiguity and omission. Only sporadically comprehensible.

Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, "continuous present tenses", which are inappropriate in the target language, failure to mention tasks, or complete non-sequiturs.

Quality of Language

[14 marks]

12-14	A wide variety of structure, vocabulary and idiom. Longer sequences of language using a wide range of clause types. Verb tenses used with ease. Secure, consistent and very fluent.
9-11	A good variety of structure, vocabulary and idiom. Longer sequences of language using a range of clause types. Verb tenses used with confidence. Fluent and consistent with a degree of control. Style appropriate to the purpose.
6-8	A range of structure, vocabulary and idiom. Some variety of clause types, eg subordinate clauses. Verb tenses used effectively but with limitations. Fairly fluent with some degree of control.
3-5	Limited range of vocabulary, idiom and structure. Appropriate register used. The style of writing is basic but reasonably coherent. Past, present and future tenses used at a basic level.
1-2	A basic range of vocabulary, idiom and structure. Sentences may be repetitive but are often successful. Some limited attempt at the use of more than one tense.
0	The language conveys little or no message.

6	The overall impression is one of accuracy, with very few major errors.
4-5	Writing is generally accurate. Errors do not significantly affect the meanings.
2-3	Inaccuracy does not impede the expression of a range of meanings.
1	The writing is sufficiently accurate to enable a clear message to be conveyed.
0	Insufficient accurate language to convey the meanings.

Total for Section 3**[30 marks]**

Rationale: Section 3: Candidates write continuous prose with an emphasis on opinions, justifications, and the use of more advanced structures and vocabulary. These skills are cued in the tasks. The response is mainly in a past tense.

Section 3: Additional guidance

As a starting point, the 4 tasks should be assessed for Communication as at Section 2.

The Examiner then further annotates scripts to help to assess other features relevant to "Quality". Once a decision can be made about a particular feature, not every occurrence needs to be annotated.

These are a guide when choosing the appropriate mark-band for a piece of work. Some effective, acceptable examples are...

- 23. C** Subordinate clause. This is where the Candidate uses clauses introduced by words such as...
als, bevor, bis, da, damit, nachdem, obgleich, obwohl, seitdem, sobald, sodass, während, was, was für, wann, weil, wenn, wie, relative clauses etc

NB. the range of successful subordinate clauses has a considerable bearing on which quality band work is assessed in.

- 24. JU** Justification. The Candidate explains the reason for an opinion, feeling or point of view...
*Das Essen hat mir nicht geschmeckt, aus dem Grund dass ich Vegetarierin bin.
 Ich war sehr sauer – mein Handy war im Koffer, und ich brauche mein Handy!
 Das Schlimmste an dem Tag war, als mein Koffer nicht da war, da ich alle meine Kleider verloren habe. Das war sehr ärgerlich.*
- 25. L** "Lovely" lexical item. The Candidate relevantly uses a word which is effective and out of the ordinary.
- 26. Te** Tense. The Candidate shows the ability to employ more complex tense usage...
*Ich habe gemerkt, dass ich mein Handy verloren hatte.
 Am Abend habe ich in die Disko gehen können.
 Ich habe das Auto nicht kommen sehen.
 Nachdem ich angekommen war, ...*
- 27. V** Verbal construction. The Candidate uses more than the simple form of the verb... This will include um ... zu, infinitive with zu, modals, etc
*Wir fahren seit zwei Jahren oft nach Berlin.
 Ich habe Lust, immer bei der Firma zu arbeiten.*

Grade Thresholds

General Certificate of Secondary Education
German (Specification Code 1926)

June 2008 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	a*	a	b	c	d	e	f	g	u
2361/01	Raw	50	N/A	N/A	N/A	40	35	30	26	22	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2361/02	Raw	50	42	38	33	29	23	20	N/A	N/A	0
	UMS	90	80	70	60	50	40	35	N/A	N/A	0
2362/01	Raw	50	N/A	N/A	N/A	27	21	15	9	3	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2362/02	Raw	50	40	34	29	25	18	14	N/A	N/A	0
	UMS	90	80	70	60	50	40	35	N/A	N/A	0
2363/01	Raw	50	N/A	N/A	N/A	34	29	25	21	17	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2363/02	Raw	50	39	32	27	23	19	17	N/A	N/A	0
	UMS	90	80	70	60	50	40	35	N/A	N/A	0
2364/01	Raw	50	N/A	N/A	N/A	36	30	24	18	12	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2364/02	Raw	50	44	36	27	18	12	9	N/A	N/A	0
	UMS	90	80	70	60	50	40	35	N/A	N/A	0
2365/01	Raw	50	N/A	N/A	N/A	27	21	15	9	3	0
	UMS	59	N/A	N/A	N/A	50	40	30	20	10	0
2365/02	Raw	50	40	34	29	25	18	14	N/A	N/A	0
	UMS	90	80	70	60	50	40	35	N/A	N/A	0
2366	Raw	90	82	76	67	59	48	37	26	15	0
	UMS	90	80	70	60	50	40	30	20	10	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A*	A	B	C	D	E	F	G	U
1926	360	320	280	240	200	160	120	80	40	0

The cumulative percentage of candidates awarded each grade was as follows:

	A*	A	B	C	D	E	F	G	U	Total Number of Candidates
1926	11	25.6	44.4	75.3	92.4	97.1	98.8	99.7	100	12 234

Statistics are correct at the time of publication.

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