RECOGNISING ACHIEVEMENT

GCSE German 1926

TEACHER SUPPORT

2364 WRITING

Exemplar Materials

March 2006

Introduction

The skill of writing in a foreign language accounts for 25% of the GCSE Assessment. QCA grade descriptors are as follows:

Grade F Candidates write short sentences and respond to written texts by substituting words and phrases. Although there may be mistakes in spelling and grammar, the main points are communicated.

Grade C Candidates express personal opinions and write about a variety of topics, both factually and imaginatively, including past, present and future events and involving the use of different tenses. They use an appropriate register. The style is basic but despite some errors the writing conveys a clear message.

Grade A Candidates give information and narrate events both factually and imaginatively. They express and justify ideas and points of view. They produce longer sequences using a range of vocabulary, structure and verb tenses. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose.

The GCSE Writing Paper is chosen by around a third of candidates. The remainder choose Writing Coursework. Of those candidates who do take the Writing Paper, there is an increasing tendency for candidates to enter the Higher Tier. This tendency has been most marked since recent curricular changes.

In the current specification, candidates are not allowed dictionaries.

Questions in Sections 1 and 2 are set in English, and in Section 3, although the questions are in the target language, there is a scene-setting sentence in English which preserved candidates from having absolutely no idea of what was demanded of them.

This pattern of the use of English questions is at slight variance with the Sample Assessment Material, but has been as described in 2003, 2004 and 2005 papers.

The mark scheme used is to be found after this introduction. However, in 2005 an indicative document *Examples of Acceptable Answers* was produced for each language, and is added as an appendix. It is meant to be indicative only, not exhaustive. Teachers will also find information (including the specification and sample assessment material) on the website www.ocr.org.uk.

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Comments on individual questions

Section 1 – Foundation Tier Candidates

Q1 Target Grade G List

Articles are not required
Candidates should not repeat the example(s) in their list
There is no obligation to use words suggested by the artwork.
Cognates are acceptable
Languages other than the target language are not acceptable
(unless they are cognates)

Items are marked 1 or 0 for communication only.

Q2 Target Grade F Short phrases

There are 6 marks for communication, one per item. Teachers should refer to *Examples of Acceptable Answers* and the commentary on individual questions to see how marks are awarded, as the exact question can cause some variation.

There are also 3 marks for accuracy, which are awarded according to the grid in the mark scheme. Teachers marking mock papers would be very close to OCR marking if they awarded ½ mark for each correctly spelt key word, rounding up.

This is definitely an area which would repay additional practice, even with quite good Foundation candidates, as there are candidates who could do with good marks in this part of the paper to enable them to cross the D/C borderline.

Q3 Target Grade E Sentences

Candidates are required to write in sentences in response to this question.

They should attempt to write a sentence for every item, and many find this straightforward.

6 marks are awarded for Communication, using the grid in the mark scheme, and 7 marks are awarded for Quality of Language. Again, teachers should refer to *Examples of Acceptable Answers* and the commentary on individual questions to see how marks are awarded, as the exact wording of the question can cause some variation.

Section 2 – all Candidates (Foundation and Higher Tiers)

Q4 Target grades D, C

There is a choice of two questions, each asking for a letter, fax or e-mail. (Reports and articles are no longer set in Section 2). Each question requires an answer of 90-100 words, the use of past, present and future time frames, and the expression of a simple opinion. In order for questions to have parity they do look similar, but test different contexts in the specification.

There are four bullet points in each question, and an attempt must be made to address each bullet point. It is most helpful if candidates deal with them in the order they are set, and separate them into paragraphs. Suggestions are given with some of the bullet points. They are not mandatory, but are intended to assist candidates whose imagination has failed under stress!

Candidates would be well advised to write more than one sentence in response to each bullet point. Those only writing one sentence in response to a bullet point about future time sometimes make a crucial error, which is not redeemed by another attempt in a different sentence.

10 marks for Communication are assessed using the grid in the marking scheme. To score in the top band, candidates should have made a clear attempt at each time frame, and should have addressed all four bullet points. The candidate's best effort at each point was credited.

As questions vary, teachers should consult *Examples of Acceptable Answers* and the commentary on individual questions. Languages also vary in their ways of expressing different time frames, and teachers will find information about this in the commentary.

6 marks are awarded for Quality of Language using the grid. The descriptors in the grid match the QCA grade descriptors, and require evidence of correct usage of past, present and future tenses at a basic level for the award of 5 or 6. Candidates managing only two of the tenses are restricted to 3 or 4 marks, while those offering only one tense are awarded 2 or 1.

Candidates are expected to write mainly main-clause only sentences, but undue repetition is not encouraged.

Accuracy is marked out of 4, using the grid in the marking scheme.

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Section 3 – Higher Tier Candidates

Q5 Target grades B, A, A*

There is a choice of two questions, both of the same type of writing. The specification also allows an essay, report or article of 140-150 words to be set. (Letters are no longer set in Section 3). Questions require the use of past tenses.

As in section 2, there are four bullet points in each question, and an attempt must be made to address each bullet point. It is most helpful if candidates deal with them in the order they are set, and separate them into paragraphs. Again, suggestions are given with some of the bullet points. They are not mandatory, but are intended to assist candidates. There are some bullet points which are commonly set, and teachers are strongly advised to consult past papers and to ensure their candidates can respond to them.

The QCA grade descriptor requires candidates to express and justify points of view, and to use a range of structures and verb tenses. Candidates should be aware of this, and should include varied subordinate clauses and infinitive constructions in their work. Each language has its individual characteristics, but many sentences should have two or more clauses, and vocabulary should show evidence of a variety. Opinions and points of view should go beyond *good, bad, boring* and *interesting*, and there should be a range of adverbs and adjectives in evidence. Additionally, candidates need to justify opinions. Teachers would benefit from reading the individual commentaries closely, and sharing what they find.

Some candidates write far too much. For many such candidates, more means worse, and they would be better advised to go for quality rather than quantity.

There are some candidates whose writing is mainly in 5-6 word main-clause sentences, and contains few opinions and fewer justifications. This simple language, even if accurate, does not meet the standard required for the highest grades.

Relevant Communication is marked out of 10 using the grid in the mark scheme. The grid is written so that points of view/opinions, justifications and ease of communication are rewarded – the more variety the better. To risk repeating a point, some additional candidate effort at learning a **range** of **opinions** and **justifications** would pay handsome dividends.

14 marks are available for Quality of language, using the published grid. This part of the assessment is a vital discriminator for the award of A and A*. Consequently, the better marks require candidates to show increasing command of subordinate clauses and a range of tenses, as well as idiom.

Some very good candidates even learn (and write on their paper) a checklist of conjunctions and constructions to use. An easy tip, and little seen, is to include the pluperfect tense. On the other hand, those who are accurate, but can only manage *good, bad, boring* and *interesting* as opinions, and who only use brief main-clause sentences containing the simplest verb for *was* do not fare well in this grid.

6 marks are available for accuracy, using the grid in the mark scheme. Complete accuracy is not required for full marks, and many students score at least half marks.

The Writing Paper is quite predictable in content, and there now are sufficient past papers to allow commonly recurring items to be practised. In the spirit of QCA's General Criteria for GCSE, candidates are able to show what they "know and can do."

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Introduction to German Writing

Teachers should read the generic introduction to this booklet. However, there are a few points which are German-only matters.

Spelling reform

The papers are set using the conventions of the *Rechtschreibreform*, which came into force in most of the German-speaking world on 1st August 1998. However, as there is a transitional period until 31st July 2005, either the traditional (1901) conventions or the 1998 ones, consistently applied, were accepted in 2005. Clearly in the lifetime of most candidates the new spellings will be prevalent, and teachers will want to prepare candidates for their future. There has been a vociferous rearguard anti-reform campaign in Germany. However, it seems unlikely that this will result in reversal of a reform which has been widely used in new publications since 1988.

The two most frequently occurring changes affecting this examination are that *ß* is written *ss* after a short vowel, e.g. *dass, muss, musste* and that the *du, dir, dein, ihr, euch* and *euer* are written with lower case even in personal letters.

Those wishing to study the matter more intensively will find ample information in *Duden: Die deutsche Rechtschreibung, 21. Ausgabe* or *22. Ausgabe* and in many other related publications. In practice, few candidates at this level write precisely enough for this to be much of an issue.

Future tenses

The following ways of expressing the future are accepted:

(a) future time expression + present tense
(b) *ich werde* + infinitive
(c) *ich möchte* + infinitive
(d) *ich will* + infinitive
(e) *ich habe vor,* + *zu* + infinitive

Candidates using method (a) should be able to spell *nächste Woche* etc.

There are many variations on (e), including *ich habe Lust, ich habe die Absicht, ich beabsichtige*. Teachers will be able to think of others.

Subordinate clauses

Canny candidates for Section 3 include a range of subordinate clauses introduced by some of: *als, bevor, bis, da, damit, dass, nachdem, obwohl, seitdem, sobald* and *wie* as well as using the ubiquitous *weil* (but sparingly). Very good candidates have even learnt (and written on their paper) a list of conjunctions and constructions to use.

Verbal constructions

Good Section 3 candidates include the pluperfect tense (*Nachdem ich das gemacht hatte*), a range of constructions (e.g. *um … zu*, *ich hatte die Absicht, etwas zu machen,* modals in the imperfect), a range of imperfect tenses beyond *war* (*hatte, es regnete, kaufte, sah, es gab* etc) and a wider selection of verbs in the perfect. Markers often check how often *war* is used. Overuse is a characteristic of weaker candidates.

Adverbs

Good candidates include sequence words (*dann, danach, etwas später, schließlich, am Ende des Tages,* etc) and various other modifiers (*wirklich, ziemlich, wahrscheinlich, vermutlich, eventuell* etc).

Gender and plurals

These are tricky in German. However, many candidates should be able to get most biologically indicated ones right (*der Mann, die Frau*) and might be able to get nouns using common feminine endings right (*die Lehrerin, die Situation, die Warnung, die Freundlichkeit*).

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German commentary

Exercise 1 List
Target Grade G

Script 1-A

This candidate scored 7 out of 8.

The spelling of item 5 *Krawate* did not impede comprehension. Neither did the extra *e* on the end of item 8 *blau*.

No mark was awarded for item 6 *Bluse* as it is copied from the example.

For Examiner's Use

1-A

Section 1

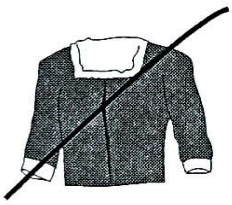
Exercise 1

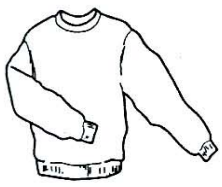
You are going shopping for clothes and shoes. Write a list **in German** of **six** things you need. At the bottom, add two **colours** you are looking for.

The pictures are only suggestions. You may include any other relevant words.

Clothes example: Bluse

Colour example: grau





Clothes

1 Hose 1

2 Schuhe 1

3 Hemd 1

4 Pulli 1

5 Krawate 1

6 Bluse 0 Ex

Colours

7 rosa 1

8 blaue 1

7

[Total: 8 marks]

[Turn over

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Script 1-B

This candidate scored 6 out of 8.

Correctly written answers scored 1, as did item 8 *weiße*, despite an extra *e*.
Duden Rechtschreibung 22. Ausgabe gives *Blazer*, so it was (reluctantly) credited.

1-B

For Examiner's Use

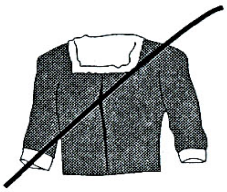
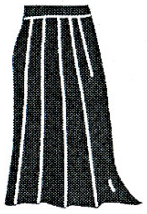
Section 1

Exercise 1

You are going shopping for clothes and shoes. Write a list **in German** of **six** things you need. At the bottom, add two **colours** you are looking for.

The pictures are only suggestions. You may include any other relevant words.

Clothes example:	Bluse
Colour example:	grau

Clothes

1 Pulli 1

2 Schuhe 1

3 Douche 0

4 Hose 1

5 Blazer 1

6 Socks 0

Colours

7 Blau 1

8 Weiße 1

6

[Total: 8 marks]

2364/01(F) Jun05

[Turn over

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Script 1-C

This candidate scored 4 out of 8.

Item 1 is correct. Item 2 is correct, and is a cognate. Item 4 is exactly as *Duden Rechtschreibung 22. Ausgabe* gives it, with an upper case *S*. Item 8 is correct.

Item 3 is in English and not allowed. Item 7 is in French, and not credited either.

Finally, items 5 and 6 demonstrate that blanks always score 0.

1-C

For Examiner's Use

Section 1

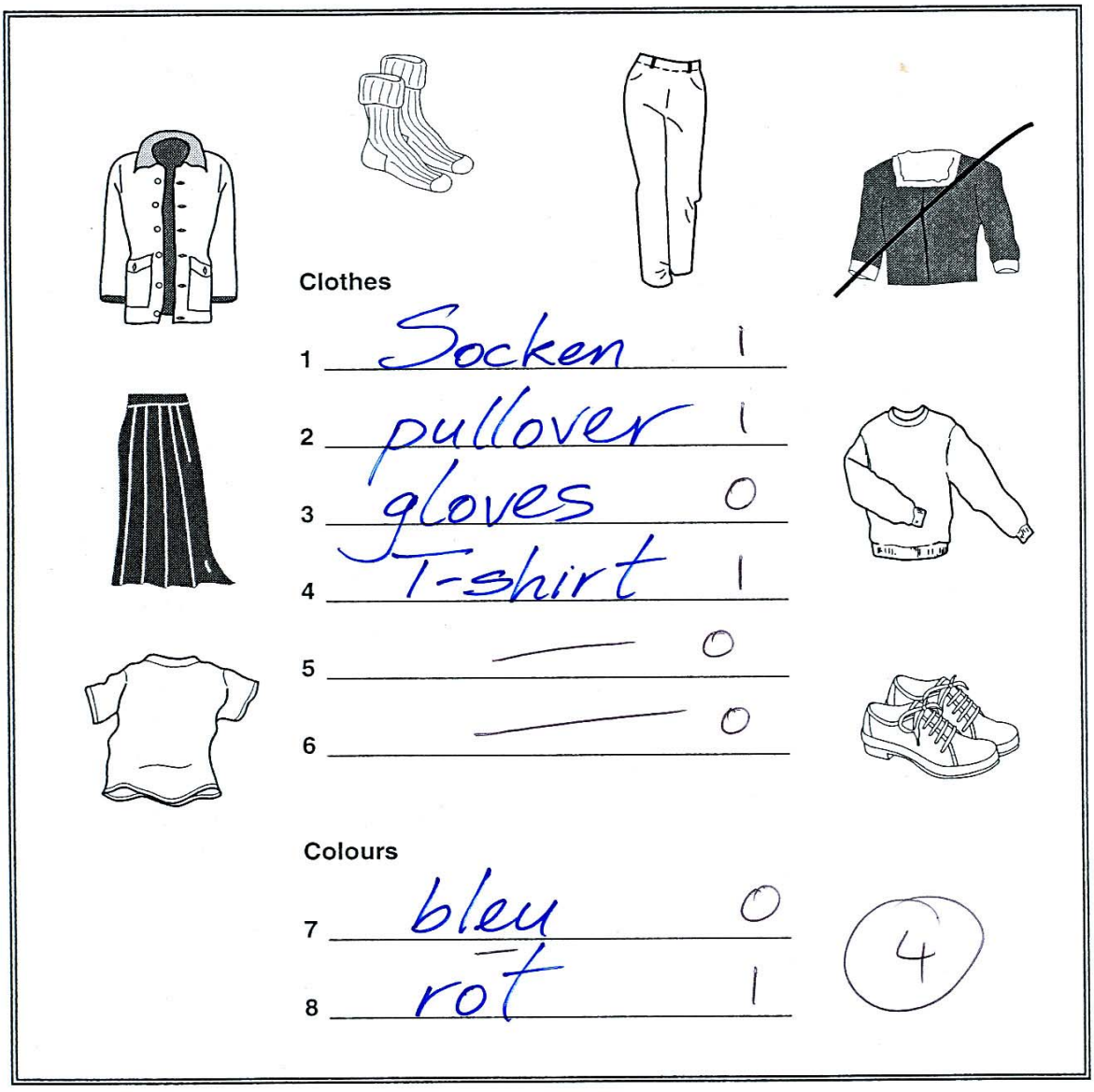
Exercise 1

You are going shopping for clothes and shoes. Write a list **in German** of **six** things you need. At the bottom, add two **colours** you are looking for.

The pictures are only suggestions. You may include any other relevant words.

Clothes example: Bluse

Colour example: grau



Clothes

1 Socken 1

2 pullover 1

3 gloves 0

4 T-shirt 1

5 — 0

6 — 0

Colours

7 bleu 0

8 rot 1

4

[Total: 8 marks]

[Turn over

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Exercise 2 What do you do where?
Target Grade F

Script 2-A

This candidate scored 5 out of 6 for Communication, and 2 out of 4 for Accuracy.

Communication:

For item 1 the verb was in English, and 0 was awarded for communication.
Item 2 had *Kino* correct and scored 1 mark.
Item 3 had *spiele tennis* comprehensible (capitalisation of nouns is disregarded at this exercise targeted at grade F) and scored 1 mark.
Item 4 was clearly understandable as *Sportzentrum* and scored 1 mark.
Item 5 has *esse* correct.
In item 6, *das Parke* was close enough to score 1 for communication.

Accuracy:

Item 1 could not score, as it did not communicate.
Items 2, 3 and 5 were correctly written (disregarding capitalisation).
Item 4 had an incorrect *Fugen-s* and could not be credited for accuracy.
Item 6 had *Park* incorrectly spelt.

There were therefore 3 correct items, which equals 2 using the table in the mark scheme.

2-A

For Examiner's Use

Exercise 2

In town. What do you do where?

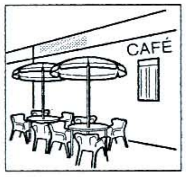
Fill in the gaps **in German**.

Say what you do. Say where you do it.

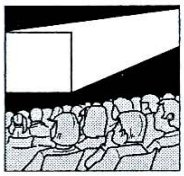
Example:

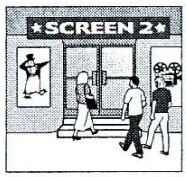
Ich ..trinke Cola..

im ..Café..

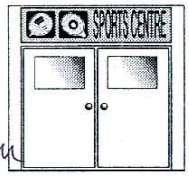


Say what you do. Say where you do it.

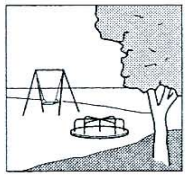
1 Ich ..see ein film.. 0 x 

2 im ..Kino.. 1 ✓ 

3 Ich ..Spiele Tennis.. 1 ✓

4 im/in der ..Sportszentrum.. 1 x 

5 Ich ..esse.. 1 ✓

6 im ..das Parke.. 1 x 

[Communication: 6 marks]

[Accuracy: 3 marks]

[Total: 9 marks]

C 5
A 2
7

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Script 2-B

This candidate scored 4 out of 6 for Communication, and 2 out of 4 for Accuracy.

Communication:

For item 1 the verb was a hopeless guess (?watch?), and 0 was awarded for communication.
Item 2 had *Kino* correct and scored 1 mark.
Item 3 had *spile.* In 2005 the decision was taken that a sport involving a raquet was needed for comprehensibility, so no mark was scored.
Item 4 was clearly understandable as *Sportzentrum* and scored 1 mark.
Item 5 has *esse* correct.
In item 6, *Park* was correct and scored 1.

Accuracy:

Items 1 and 3 could not score, as they were not deemed to communicate.
Items 2, 4 and 5 were correctly written (disregarding capitalisation).
Item 4 had an incorrect *Fugen-s* and could not be credited for accuracy.

There were therefore 4 correct items, which equals 2 using the table in the mark scheme.

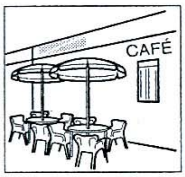
2-B

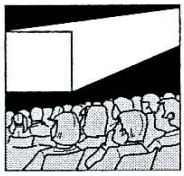
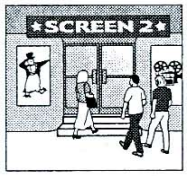
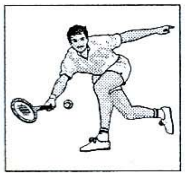
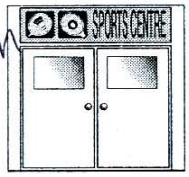
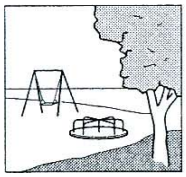
For Examiner's Use

Exercise 2

In town. What do you do where?

Fill in the gaps **in German**.

Say what you do.	Say where you do it.
Example: Ich ..trinke Cola..	im ..Café.. 

Say what you do.	Say where you do it.
1 Ich ..Woche.. (×0) 	2 im ..Kino.. (✓1) 
3 Ich ..Spile.. (×0) 	4 im/in der ..sportsentrum.. (×1) 
5 Ich ..esse.. (✓1)	6 im ..Park.. (✓1) 

[Communication: 6 marks]

[Accuracy: 3 marks]

[Total: 9 marks]

4 + 2 = (6)

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Script 2-C

This candidate scored 4 out of 6 for Communication, and 1 out of 4 for Accuracy.

Communication:

For item 1 there was no verb, so 0 was awarded for communication.
Item 2 had *Kino* correct and scored 1 mark.
Item 3 had *speil.* In 2005 the decision was taken that a sport involving a raquet was needed for comprehensibility, so no mark was scored.
Item 4 was clearly understandable as *Sportplatz* and scored 1 mark.
Item 5 has *essen* comprehensible.
In item 6, *Park* was correct and scored 1.

Accuracy:

Items 1 and 3 could not score, as they were not deemed to communicate.
Items 2, and 6 were correctly written (disregarding capitalisation).
Item 4 had an extra *z* in *Sportzplatz* and could not be credited for accuracy.
Item 5 had an extra *n* and scored 0.

There were therefore 2 correct items, which equals 1 using the table in the mark scheme.

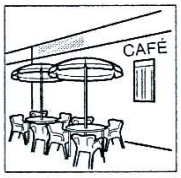
For Examiner's Use

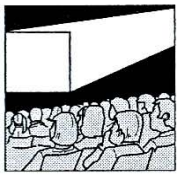
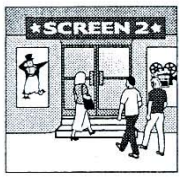
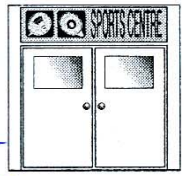
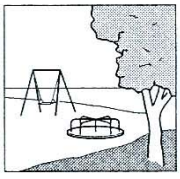
2-C

Exercise 2

In town. What do you do where?

Fill in the gaps **in German**.

Say what you do.	Say where you do it.
Example: Ich trinke Cola	im Café 

Say what you do.	Say where you do it.
1 Ich Film 0× 	2 im Kino 1✓ 
3 Ich spiel 0×	4 im/in der Sportzplatz 1× 
5 Ich essen 1×	6 im Park 1✓ 

[Communication: 6 marks]

[Accuracy: 3 marks]

[Total: 9 marks]

C4
A1
5

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Exercise 3 School
Target Grade E

Script 3-A

This candidate scored 6 out of 6 for Communication, and 6 out of 7 for Quality of Language, making a total of 12 out of 13

Communication:

For item 1 *mittle groß* was quite clear, as was *shule*.
Item 2 *Ich habe drei freunden* is sufficient response.
Item 3 was a little more dubious. The horizontal line indicates examiner doubt.
The first sentence would not have scored on its own. However *ich findet toll* is clear enough, and *geshicte* is marginally helpful.
In item 4 *at* was disregarded, as was transposition of *e* and *i*. Native speakers on the panel confirmed that the meaning was clear.
In item 5, *Shule* was comprehensible (and consistent).
In item 6, *ich gehe* corresponds to modern conversational usage, and the destination and means of transport were clear enough.

Only one of the six tasks caused hesitation, so 6 marks were awarded for communication. The reader would have understood what was intended.

Quality of Language:

The mark of 6 was awarded using the grid in the mark scheme. There was some awareness of verb usage, with limited success (*ist, habe, endet, gehe*) and messages were effective. There was a basic structure, and basic vocabulary. It was in sentence form.

3-A

For Examiner's Use

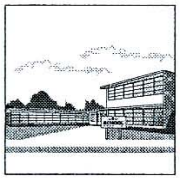
Exercise 3

You send an e-mail to your German friend telling him/her about your school.

The pictures are only suggestions. You may include any other relevant words.

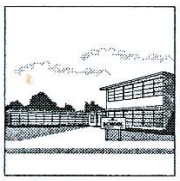
Example:

where you are ..... Ich bin in der Schule



Write about 40 words **in German** in **complete sentences**.

1 size of school ..... Meine Shule ist mittle groß .....

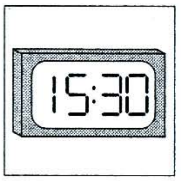


2 friends ..... Ich habe drei freunden, er heisst Dave, Pete und Tom. .....

3 favourite subject ..... Mein favourit classe ist geshicte ich findet toll. .....

4 lunch time ..... at mittags ich speile fußball .....

5 time school ends ..... Shule endet um halb vier Uhr .....



6 travel home ..... Ich gehe meine haure im auto. .....

c 6 + Q 6 = 12

[Communication: 6 marks]

[Quality of Language: 7 marks]

[Total: 13 marks]

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Script 3-B

This candidate scored 5 out of 6 for Communication, and 5 out of 7 for Quality of Language , making a total of 10 out of 13,

Communication:

For item 1 *meinen Schule* is quite clear, as is *Gross*. *is* does not prevent communication.
Item 2 *Ich habe sieben Freunde* is correct.
Item 3 *Meine lieblingsfach* is clear enough, despite the extra *e* on *Meine.* As above, *is* does not prevent communication. *Mathe* is correct.
In item 4 there is no doubt about the length of the *mittag pause*, and the incorrect gender does not impede communication.
In item 5 there is some doubt caused by the English *ended*, although the time is clear.
In item 6 *home* and *on* are English, but some communication is achieved.

Two of the six tasks (5 and 6) caused hesitation, so 5 marks were awarded for communication. Again, the reader would have understood what was intended.

Quality of Language:

The mark of 5 was awarded using the grid in the mark scheme. Only two verbs were correct, but most of the messages succeeded in communicating simple points. It was in sentence form. The best fit for this performance was the 5/4 band, and the upper mark was awarded.

For Examiner's Use

3-B

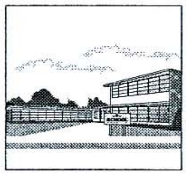
Exercise 3

You send an e-mail to your German friend telling him/her about your school.

The pictures are only suggestions. You may include any other relevant words.

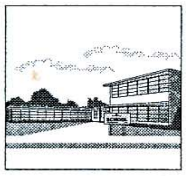
Example:

where you are ..... Ich bin in der Schule .....



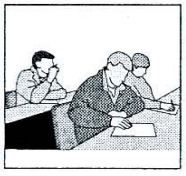
Write about 40 words **in German** in **complete sentences**.

1 size of school ..... MEINEN SHULE IS SEHR GROSS .....

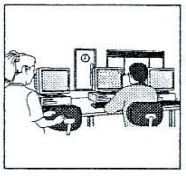


2 friends ..... Ich habe sieben freunde .....

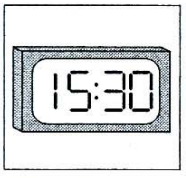
3 favourite subject MEIN LIEBLINGSFACH IS MATHE .....



4 lunch time das mittag pause is sechzig minuten .....



5 time school ends Schule endet um halb vier. .....



6 travel home Ich gehe home on dem bus. .....

C/5 + Q/5 = 10

[Communication: 6 marks]

[Quality of Language: 7 marks]

[Total: 13 marks]

[Turn over

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Script 3-C

This candidate scored 4 out of 6 for Communication, and 4 out of 7 for Quality of Language, making a total of 8 out of 13.

Communication:

For item 1 the presence of *einen* spoils otherwise clear communication
In item 2 there is a *d* missing in the key word *Freune*, again muddying communication.
Item 3 shows a confused approach to favourite subject. *Meine lieblingsfeater* doesn't communicate, and neither does *Munik*.
Item 4 communicates, as *spile* sounds correct, and the rest of the sentence is OK.
In item 5 there is minor doubt about *enden*, although the time is clear.
In item 6 *mit dem Bus* and *zu meinen hause* communicate, but the verb is incorrect.

Item 3 fails to communicate, and three others (1, 2, 6) caused hesitation, so 4 marks were awarded for communication. Again, the reader would have understood some of what was intended.

Quality of Language:

The mark of 4 was awarded using the grid in the mark scheme. Three verbs (all *ist*) were correct, but most of the messages succeeded in communicating some simple points. It was in sentence form. The best fit for this performance was the 5/4 band, and the lower mark was awarded. The 3/2 descriptor certainly does not describe this answer.

3-C

For Examiner's Use

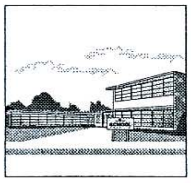
Exercise 3

You send an e-mail to your German friend telling him/her about your school.

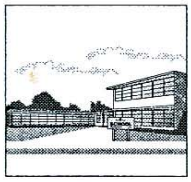
The pictures are only suggestions. You may include any other relevant words.

Example:

where you are ..... Ich bin in der Schule .....

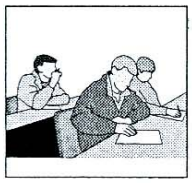


Write about 40 words **in German** in **complete sentences**.



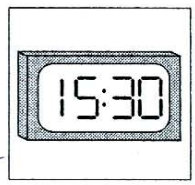
1 size of school ..... Meine Schule ist einen groß und Modern .....

2 friends ..... Meine Freune ist John und Sahh .....

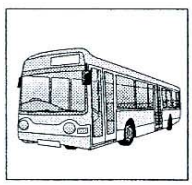


3 favourite subject ..... Meine Lieblingsfeater ist Manik .....

4 lunch time ..... In dem Mittagspause Ich spile Basketball .....



5 time school ends ..... Meine Schule enden um drei Uhr .....



6 travel home ..... Ich bin mit dem Bus, zu meinen hause .....

C 4 Q 4 = (8)

[Communication: 6 marks]

[Quality of Language: 7 marks]

[Total: 13 marks]

[Turn over

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Section 2 commentary

Exercise 4 Question 1 – letter about a friend
Target Grades D/C

Script 4-A

This candidate scored 8 out of 10 for Communication, 4 out of 6 for Quality of Language, and 4 out of 4 for Accuracy, making a total of 16 out of 20.

Communication:

The fact that the letter appears to be addressed to *Daanish* and describes *Daanish* was discounted.

The first task, to describe a friend, was communicated. The candidate did not follow the suggestions exactly, but is not obliged to do so.

The second task, to give an opinion of the friend, is also communicated. The best effort was actually *Daanish ist sehr lustig* at the start of the letter, and the candidate's best effort is credited.

For task 3, talking about last weekend, this candidate is one of a minority who can spell *letztes Wochenende* accurately (disregarding capitalisation). A past tense is well done with *bin ich in die Park gefahren*, and gains the credit for this task. The two attempts at *gespielt* have the wrong auxiliary.

Task 4 has an unsuccessful attempt at a future tense. The candidate did not get *Nachstes Monat* quite right, and although *werde ich* was correct, *geblieben* was not. This was the candidate's only attempt at the future tense. Opinions are communicated.

The candidate's effort is best described by the 8/10 band, and 8 was awarded.

Quality of Language:

The lack of success with the future tense restricts the candidate to the 3/4 band, and 4 was awarded, as there were some pleasing features. The candidate is generally successful with *ist* + adjective, and matches the descriptor about being "repetitive but often successful".

Accuracy:

The candidate matched the descriptor for the top band (more accuracy than inaccuracy), and just made it to 4 marks.

Exercise 4

Script 4 - A

Meine Freunde – Daanish

Lieber Daanish,

Hallo. Daanish ist sehr lustig und sehr schlank, und hat braune T1 augen, und lockig lange haare. Daanish lieber Turnen weil es ist gut fur die gesundheit.

Ich fonde Daanish sehr lustig und interessant weil es Daanish ist dum T2 aber eine gute freunde.

Letztes Wochenende bin ich in die Park gefahren und fußball gespielt. Ich T3 bin füßball gespielt weil Daanish lieber Sport.

Nachstes monat werde ich ins Kino geblieben weil es "The Pacifier" ist T4- eine gute und interessant und lustig film. Der Kino Karten ist nicht teue und Daanish ist klein und elf jahre alt.

Dein,

Matthew.

O

O+ ✓

O– ✓

O

P ✓

P– ✓

P– ✓

F– ✓

O

8 + 4 + 4 (16)

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Script 4-B

This candidate scored 6 out of 10 for Communication, 3 out of 6 for Quality of Language, and 3 out of 4 for Accuracy, making a total of 12 out of 20.

Communication:

The first task, to describe a friend, was communicated, despite the mis-spelling of *Freuden*. As well as a physical description, opinions are offered comprehensibly.

The candidate offers somewhat contradictory opinions about her friend (and correctly observes *Das ist sehr doof*!). However, she has given opinions in her answer to task 1, and the candidate's best response is credited.

The answer to what they did together last weekend was clearly an attempt to answer the question. However there was no correct past tense, and even the time reference was incorrect.

The candidate did attempt to say what they will do together next month, and names a date. Examiners are tolerant of calendar errors, and although the examination was sat on the 10th June, this candidate clearly refers to the future. However the future tense uses the incorrect *ist gehen*. This version is dubious. Again, the candidate offers an opinion.

The candidate's effort is best described by the 5/7 band, and 6 was awarded. Although tenses were sketchy, opinions were often well done, which is why the mark was not 5.

Quality of Language:

The lack of success with the past tense restricts the candidate to the 3/4 band, and 3 was awarded, as there was only one unsuccessful attempt at the future tense. The candidate is not in the 1/2 band, as the present tense *ist* + adjective and often adverb is competent.

Accuracy:

The candidate matched the descriptor for the top band (more accuracy than inaccuracy, sufficiently accurate to enable a clear message to be conveyed), but does not have sufficient right to exceed 3 marks.

General:

Teachers will notice that this candidate has done a paragraph per bullet point, which makes sure all the points have been attempted, and makes it straightforward to mark. Clearly the candidate has been well briefed on this point.

Exercise 4

Script 4 – B

Hallo. Ursula

Meine freuden name ist Hattie. sie

T2 ist toll und super. sie hat lange O

brau haare und ich finde gut. sie

hat blaue Augen und ich finde nicht O

T1 sehr gut. Hattie ist ziemlich schlank.

und ziemlich groß und dick.

Hattie ist ziemlich langweiling O

T2 und ziemlich toll! Das ist sehr

doof!

Hattie und ich Wochende spiele

tisch tennis in der sportzentrum und gehen ins Kino in der

T3- Stadt. es ist super und toll! Also O

gehen party.

In Juni, ist mein Geburtstag

ist zwanzigsten juni, Hattie und

T4- ich ist gehen Deutschland. F-

Das ist sehr gut und super. O

Jodie

C	Q	A	
6	3	3	= 12

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Exercise 4 Question 2 – letter about a concert or sports event
Target Grades D/C

Script 4-C

This candidate scored 8 out of 10 for Communication, 4 out of 6 for Quality of Language, and 3 out of 4 for Accuracy, making a total of 15 out of 20.

Communication:

The fact that the letter form was not attempted was ignored in 2005. However, this is not a difficult in German, and it is a pity that numbers of candidates seem unable to do it.

The first task, to describe a sports event, was communicated. The candidate did in fact follow the suggestions exactly, (if not in order) but is not obliged to do so.

The second task, to say how you got there, is communicated clearly.

For task 3, an opinion is offered about the sports event. Even though *sehr gut* is very simple, it gains credit at this level.

The candidate also attempts the fourth task, to say where he will go next week. However, *werde ich* + *gegangen* is not correct. The time reference *nextes Woche* (might just be a capital *W*) is also anglicised.

The candidate's effort is best described by the 8/10 band, and 8 was awarded.

Quality of Language:

The lack of success with the future tense restricts the candidate to the 3/4 band, and 4 was awarded, as there were some pleasing features. The candidate is generally successful with *ist* + adjective, and matches the descriptor about being "repetitive but often successful". As well as perfect tenses, the candidate can also use *war* correctly.

Accuracy:

The candidate matched the descriptor for the top band (more accuracy than inaccuracy), and just failed to make 4 marks. There are some annoying slips, such as *werde ich mich mein Vater* (not *mit*) and *Meine Mutter ist kleine Squashplayer* which mitigate against 4 marks for accuracy at this level.

Exercise 4

Script 4 – C

	Ich bin letztes woche nach einen	P
T1	Squash match gefahren.	
	Es war im Newcastle. Ich habe	
	mit mein Vater nach Newcastle	P-
T2	gefahren. Wir sind mit eine Auto	P
	gefahren. Das Squash war sehr gut.	O
T3	Die Ticket war £20 fur mein und	P
T1	£30 fur mein Vater. * Nextes Woche	
T4-	werde ich mich mein Vater	F-
	ins Kino gegangen. Wir sind "Star	F-
	Wars" gesehen.	
	* Das Arena im Newcastle hatte	P
	zehn Squashplatzen. Ich bin	P-
	mit mein Vater Squash gespielt.	O
	Squash ist sehr gut. Die Squash	P
	match war von ein Uhr nach fünf	
	Uhr am Samstag. Meine Mutter ist	
	kleine Squashplayer.	

C Q A = 15
8 4 3

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Script 4-D

This candidate scored 5 out of 10 for Communication, 3 out of 6 for Quality of Language, and 2 out of 4 for Accuracy, making a total of 10 out of 20.

Communication:

Again, letter form was not attempted – a pity.

The first task, to describe a concert event, was only communicated partially. The candidate attempted to follow the suggestions, but several sentences were unclear. These included *Ich gehe Konzert gegangen*, *Ich sehe "Breed 77", Ich kostet das*, present tense for times.

Again, the second task (how you got there) was spoilt by a dubious past tense and some English (*M*e).

The first attempt at an opinion was spoilt by the English *were*. However *die guittarist ist sehr nett und freundlich* was comprehensible. There are also other opinions.

For the fourth task, the candidate relies on the present tense + time reference. However, this is dubious because of *Nachts woche*. *wit meine Mutter* is also unimpressive.

The candidate's attempt is best described by the 5/7 band, and 5 was awarded.

Quality of Language:

The lack of success with the past tense restricts the candidate to the 3/4 band, and 3 was awarded, as *war* is known. The candidate is not in the 1/2 band, as the present tense *ist* + adjective is also competent.

Accuracy:

The candidate matched the descriptor for the 1/2 band (the degree of accuracy frequently obscures the meaning), but was sufficiently accurate to enable a clear message to be conveyed and was awarded 2 marks.

Exercise 4

Script 4 – D

Ich gehe Konzert gegangen. Ich sehe "Breed 77"

Ich kostet das £10.50.

T1- Die Konzert beggint um sieben Uhr und endet um halb elf.

Me und meine freund das Auto

T2- gefahern.

"Breed 77" were sehr prima und

T3 die guittarist ist sehr nett und freundlich.

Die Konzert war um Nottingham "Rock City" nacht club. Es ist sehr gross und Ich liebe es.

Die Konzert war am die 3rd Mai am Montag.

Nachts woche Ich ins gehe Kine

T4- "House of Wax" sehen wit meine Freunden. Es ist eine Horrorfilm. Ich gehe in meine Mutters Auto und die film begginnt um halb sieben und endet im drei Uhr, eine lange film.

C 5 Q 3 A 2 = 10

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Exercise 5 Question 1 – an end of year party
Target Grades B/A/A*

Script 5-A

This candidate scored 9 out of 10 for Communication, 10 out of 14 for Quality of Language, and 5 out of 6 for Accuracy, making a total of 24 out of 30.

Communication:

This candidate addressed each of the four bullet points reasonably well. She was obviously going through the question carefully, and helpfully gave each point its own paragraph. She also had a nice finishing-off comment.

The only slight tolerance required was on the task *Ist etwas Besonderes passiert*? Although this is a regular item, she only made rather predictable positive comments, admittedly with justifications. Whether dancing and meeting people are extraordinary things to happen at a party is a moot point, but examiners were tolerant about this point in 2005.

There was also an example of interference from French (*gebrosst*), which is unusual in a good candidate.

The candidate's attempt is best described by the 9/10 band, and 9 was awarded.

Quality of Language:

This has nearly half the marks at this level. There were a number of instances of incorrect past participles (*geträgt*) and some mis-placed ones. The reflexive pronoun was missing in *Wir haben im Hotel angezogen*. On the positive side, there were successful subordinate clauses introduced by *bevor, weil* and *obwohl*. Opinions were present, extending beyond *gut/langweilig/interessant*. There was an appropriate future tense, a near miss with *ich hoffe … zu* and a modal in the imperfect.

The candidate's attempt is best described by the 9/11 band, and 10 was awarded.

Accuracy:

There was a lot of carefully written German. However, there was enough error to preclude award of the top mark, and 5 was awarded.

General:

Overall, this is a good candidate. Had she scored 20/20 on section 2 (which is at least possible) she would have just made the A* threshold on this paper.

Exercise 5

Script 5 - A

Letzstes Monat hatten wir ein Schuljahresende-Fest
in einem Hotel. Wir sind im Hotel geblieben
für eine Nacht. Wir haben im Hotel angezogen
T1 und wir haben unsere Haare gebrosst, bevor dem
Party begonnen hat. Ich habe eine lange rote Rock
geträgt und meine Freundin hat eine lange
schwarze Rock geträgt.

In dem Hotel haben wir viel Lebensmittel gegessen. Es gab
die Wurstbrötchen, die Pizzas und die Kekse. Wir haben auch viel
T2 weißes Wein getrunken. Das Pizza war lecker,
obwohl die Kekse am besten waren.

Der Abend war fantastisch, weil wir viel
getanzt haben und auch haben wir neuen
T3 Freunden kennen gelernt, obwohl der Party
ein bisschen zu spät war, und ich war sehr müde.

Das beste an dem Abend war
neuen Freunden kennen lernen. Wir mussten auch
T4 viel Partyspielen spielen, die sehr spaß war, weil
ich spielen liebe. Wir waren ins Bett
um zwolf Uhr, ein bisschen zu spät für mich.

Ich hoffe nächstes Jahr eine andere Party zu gehen. Ich
werde mehr Freunden kennen lernen.

C - 9
Q - 10
A - 5

24

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Exercise 5 Question 1 – An end of year party
Target Grades B/A/A*

Script 5-B

This candidate scored 6 out of 10 for Communication, 6 out of 14 for Quality of Language, and 3 out of 6 for Accuracy, making a total of 15 out of 30.

Communication:

This candidate addressed each of the four bullet points in turn. Again, he was obviously going through the question carefully, and helpfully gave each point its own paragraph.

Item 1 was clearly communicated, apart from *Jake*.

Item 2 was a little more confused, mainly due to *hänchien.* Reference to *Die esse* is also not very clear.

Item 3 suffered from a lack of introduction as *etwas Besonderes* and there was some generosity required to accept *Dan hate gefallen*, though it is redeemed by the reference to excess alcohol. The candidate hat also mixed up *Sessel* and *Schlüssel*.

Item 4 also required some tolerance: *Das best an dem Abend war mit Freundin Maisy getanzt. ... Maisy ist sehr Spaß und gut aut (?) tanzen*.

Although there are some justifications as well as opinions, which might suggest the 7/8 band, these are outweighed by the amount of confusion and doubt, so 6 was awarded.

Quality of Language:

The candidate has three successful *weil* clauses, although two of them are straightforward, and one which had a misplaced verb (*weil ich mag Wein nicht*).
Many past tenses were correct.

On the minus side, there was some lack of clarity, *Ich möchte Bier trunken*, *Dan hate gefallen*, *hänchien* and the English "*corset*".

The candidate's attempt is best described by the 6/8 band, and 6 was awarded.

Accuracy:

This candidate is able to communicate in German. However, there was enough error to preclude award of the 4/5 band, as one or two errors did significantly affect the meanings. 3 marks were awarded.

General:
This candidate was a realistic entry at Higher Tier, and, depending on performance in Section 2, might obtain a grade B mark in this skill.

Exercise 5

Script 5 - B

Letzte Woche haben wir ein Schuljahresende-Fest in "The Habergham Manor" Hotel gegangen. Vor dem Fest habe ich mich geduscht und Ich habe ein Paar Fritz gegessen, weil ich hungrig war. Ich bin mit alles mein freund und freundin mit ein Limozine zu dem Hotel gefahren. Mein beste freundin Maisy hat eine lange Rock und ein "corset" getragen. Sie war sehr schön. Alles die Junge hat eine schwarze Jake und eine Krawatte getragen. Ich habe eine blaue Krawatte und Maisy hat auch blaue getragen. Wir haben hänchien gegessen und Wein getrunken. Die esse war sehr nett aber das Wein war nich so nett, weil ich mag Wein nicht. Ich möchte bier trunken!

Um zehn Uhr mein freund Bill hate gefallen, weil er zu viel Alkohol getrunken hat. Dann hat er in der Schlussel gesitzen um eine Stunde zu schlafen. Das Beste am dem Abend war mit freundin Maisy getanzt, weil die Musik sehr gut war. Auch Maisy ist sehr spaß und gut aus tanzen.

C Q A
6 6 3 = 15

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Exercise 5 Question 2 – Your work experience
Target Grades B/A/A*

Script 5-C

This candidate scored 9 out of 10 for Communication, 12 out of 14 for Quality of Language, and 5 out of 6 for Accuracy, making a total of 26 out of 30.

Communication:

This candidate addressed each of the four bullet points in turn. Again, he was obviously going through the question carefully, and helpfully gave each point its own paragraph.

All four bullet points were clearly conveyed, and a clever use of *etwas Besonderes* was present. The same technique was also use to incorporate *es war das Beste an dem Praktikum*. *Publicity* is correctly used, and there is a suitable concluding sentence, following a conditional sequence. Although this might have been better expressed as *Wenn ich alter bin, möchte ich …*, as it stands it does make sense.

The candidate's attempt is best described by the 9/10 band, and 9 was awarded.

Quality of Language:

The candidate has three successful *weil* clauses, a successful *wenn* clause, some nice idiom, modals in the imperfect, dative personal pronouns, and various adverbs. There were also attempts at clauses introduced by *nachdem* and *sofort.*

The candidate's attempt is best described by the 12/14 band, and 12 was awarded.

Accuracy:

There was a lot of carefully learnt German. However, there was enough error to preclude award of the top mark, and 5 was awarded.

General:

A good candidate, who would have needed to score 18/20 on Section 2 to reach the A* threshold.

Exercise 5

Script 5 - C

Letzte Monat habe ich mein Berufspraktikum im
Publicity Büro gemacht, weil ich in einem Team arbeiten
möchte. Das Büro war in die Stadmitte, es war sehr modern.
T1 Glücklicherweise waren meinen Arbeitskollegen wirklich
sympatisch, und auch hilfsbereit.

Mein Arbeitsroutine war
unheimlich ermühdend, weil ich um sechs Uhr aufgestanden
mussen bin! Nachdem war ich aufgestanden, habe ich
mein Früstuck sehr schnell gegessen. Dann bin ich mit dem
Zug im Stadtzentrum gefahren. Ich bin um acht Uhr im
Büro angekommen. Sofort bin ich angekommen, musste ich
T2 mein Arbeit beginnen. Ich musste Briefen lesen und schreiben,
es war ziemlich interessant.
Am Ende Tag war ich vollig kaputt, weil ich um neun Uhr zu Hause
angekommen bin.
Zu meinen großen Erstaunen haben meinen Arbeitskollegen
T3 mir einen Geschenk gegeben! Es war etwas Besonderes.
Ich habe viel über Publicity gelernt und ich habe
viele neuen Leuten kennengelernt, es war das Beste
T4 an dem Praktikum. Wenn ich älter wäre, würde ich im
Büro arbeiten. Mein Berufspraktikum hat mir sehr gut gefallen.

C Q A
9 12 5 (26)

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Exercise 5 Question 2 – Your work experience
Target Grades B/A/A*

Script 5-D

This candidate scored 8 out of 10 for Communication, 8 out of 14 for Quality of Language, and 4 out of 6 for Accuracy, making a total of 20 out of 30.

Communication:

This candidate addressed each of the four bullet points in turn. She was obviously going through the question carefully, and helpfully gave each point its own paragraph. However she had probably noticed *wie waren die Arbeitskollegen* after writing the bulk of her answer and appended it later. This is OK. She had also attempted a concluding sentence, but confusion about *Ich weiße* reduced its impact.

All four bullet points were clearly conveyed, but there was limited justification, so the performance was in the 7/8 band, and 8 was awarded.

Quality of Language:

The candidate has a couple of successful *weil* clauses, an unsuccessful *dass* clause. There is a range of past tenses which are successful, but there is some doubt about Umlauts: *gefruhstuckt, müßte*. The writing is mainly in main clause sentences, but reads reasonably well, and has less common features such as *am Computer* and a failed *Eines Tages*.

The candidate's attempt is best described by the 6/8 band, and 8 was awarded.

Accuracy:

Although there were numbers of slips such as *gelessen, Eine Mädchen, ein Bischen*, this candidate's work is best described by the 4/5 band, and 4 was awarded.

General:

This candidate writes quite fluently, but with limitations. She would need 16/20 on Section 2 to reach the A threshold.

Script 5 - D

Letzen Sommer, Ich habe meine Berufspraktikum
in eine Schule gemacht. Die schule heißt
Nelson Lower school, es ist
in der Nähe von meine Hause. Es gab fünf
Arbeitskollegen, weil die Schule sehr kleine war.

Ich bin um seiben Uhr aufgestanden,
und dannach habe ich gefruhstuckt. Ich habe eine
weißes Hemd und die schwarz Höse getragen.
Ich habe mit eine anderer Lehre jeden Tag
gearbeiten. Ich habe mit die Kindern gelessen
und gearbeiten, und am Computer gespielt.
Ich müsste für acht Uhr jeden Tag arbeiten,
ich glaube das ist sehr lange, aber die
Kinden waren sehr interresant.

Eines Tage, es gab ein Unfall
mit zwei Kindern. Eine Mädchen hat sein Arm
gebrochen. Das war nicht so gut.

Das Beste Sachen an dem
Praktikum war die Kindern,
weil sie sehr komisch und toll waren.
Die Arbeit war ein Bischen langweilig und
die Kollegen waren ziemlich alt, aber ich
habe sehr viel gelernt! Ich weiße noch
nicht, das ich mit Kindern als Beruf arbeiten möchte.

C Q A
8 8 4 = 20

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Exercise 5 Question 1 – An end of year party
Target Grades B/A/A*

Script 5-E

This script has been included to give teachers an example of a very good non-native-speaker candidate's work. Clearly there are things which could be improved, but it is a very competent performance. Not all types of subordinate clause were correctly used, but there are 8 different sorts which were. Equally, capitalisation of nouns and the imperfect tense *trank* both need attention.

Notwithstanding the above, this is a very sound piece of work written under examination conditions.

This candidate scored 10 out of 10 for Communication, 13 out of 14 for Quality of Language, and 6 out of 6 for Accuracy, making a total of 29 out of 30.

Script 5 - E

Letztes Wochenende gingen ich und meine Freunde zum Schuljahresende-Fest. Vor dem Fest, Obwohl ich nicht viel Geld hatte, kaufte ich eine neue grüne Kleid. Meine Freundin Julia trug einen schönen Rock und einen roten Pullover.

Nachdem wir angekommen waren, aßen wir viel Essen. Ich aß Schweinebraten, drei Jagerwurst und zwei Stück Schwarzwälder Kirschtorte da ich Hunger hatte. Einige Minuten später trunk Julia eine Flasche Cola aber ich trunk nichts weil ich kein durst hatte. „Das Abendessen hat mir sehr gut geschmeckt" sagte ich. Helena sagte „ja, ich auch! Du siehst gut aus!" Sobald sie gesprochen hatte, war ich sehr glücklich.

Plötzlich eines des Mädchens war sehr übel. Während wir ihr halfen, ankam der Krankwagen. Zum Gluck fuhr sie schnell zum Krankenhaus.

Das Beste an dem Abend war wann ich einen neuen Freund machte, den Adam heißt. Ich werde ihn am Montag sehen, so dass wir ins Kino gehen können.

Am Ende dachten jemanden, dass das Schuljahresende-Fest sehr spannend war.

C 10 Q 13 A 6 29

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Complete script gaining C grade threshold mark (Foundation Tier)

Script 6-A

This candidate scored as follows:

Exercise 1	8 out of 8	
Exercise 2	7 out of 9	
Exercise 3	8 out of 13	
Exercise 4	11 out of 20	**Total: 34/50**

Exercise 1

All items gained a mark. Item 3 was near enough *Schuhe* to be clear.

Exercise 2

All items except item 1 (a blank) communicated. Items 2, 3, 5 and 6 had the key word correctly written.

The candidate was awarded 5 out of 6 for Communication, and 2 out of 3 for Accuracy.

Exercise 3

For Communication, items 1, 3, 4 and 6 were clear enough. *Nein* alone communicates nothing to anyone who doesn't understand English. The same applies to task 5.
4 marks were awarded for Communication.

For Quality of Language, the 4/5 band was appropriate, and 4 marks were awarded.

Exercise 4 - Question 2.

Communication:

All tasks were attempted, but the future tense task was not clearly communicated.
The 5/7 band was appropriate, and 5 marks were awarded.

Quality of Language:

The indifferent future meant that the 3/4 band was appropriate, and the presence of some English (*match, champions league final*) pointed to the award of 3 marks.

Accuracy:

Despite some error, there was a lot of fairly accurate German. However there was not enough correct to award 4 marks, so 3 was the appropriate mark in the 3/4 band.

Candidate Name	Centre Number	Candidate Number
COMPLETE SCRIPT 6-A		

OCR
RECOGNISING ACHIEVEMENT

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
General Certificate of Secondary Education

GERMAN

2364/01 (F)

Writing (Foundation Tier)

Friday **10 JUNE 2005** Morning 40 minutes

Candidates answer on the question paper.
No additional materials are required.

TIME 40 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces at the top of this page.
Answer **all** questions in Section 1 and **one** question in Section 2.
Write your answers in **German** in the spaces provided on the question paper.
Read the instructions at the beginning of each exercise carefully.

INFORMATION FOR CANDIDATES

The number of marks available is shown in brackets [ ] at the end of each question or part question.
Total marks for this paper is 50.
No dictionaries are allowed.

FOR EXAMINER'S USE
34

This question paper consists of 5 printed pages, 1 lined page and 2 blank pages.

SP (SM/CGW) S90299/1
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6-A 1

For Examiner's Use

Section 1

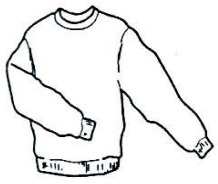
Exercise 1

You are going shopping for clothes and shoes. Write a list **in German** of **six** things you need. At the bottom, add two **colours** you are looking for.

The pictures are only suggestions. You may include any other relevant words.

Clothes example: Bluse

Colour example: grau



Clothes

1 Pulli 1

2 T-shirt 1

3 Schue 1

4 Jeans 1

5 rocke 1

6 Sochsen 1

Colours

7 blau 1

8 rot 1

8

[Total: 8 marks]

[Turn over

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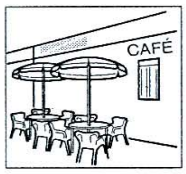
6-A2

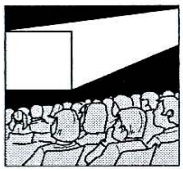
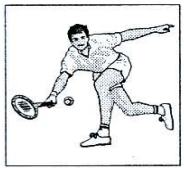
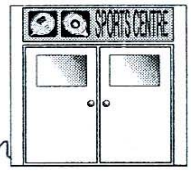
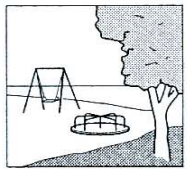
For Examiner's Use

Exercise 2

In town. What do you do where?

Fill in the gaps **in German**.

Say what you do.	Say where you do it.
Example: Ich trinke Cola	im Café 

Say what you do.	Say where you do it.
1 Ich 	2 im der Kino
3 Ich Spiele tennis 	4 im/in der Sportscentrum 
5 Ich esse ein Sandwich	6 im der Park 

[Communication: 6 marks]

[Accuracy: 3 marks]

[Total: 9 marks]

C 5 A 2 = 7

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6-A3

For Examiner's Use

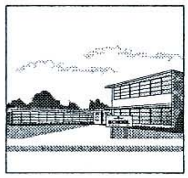
Exercise 3

You send an e-mail to your German friend telling him/her about your school.

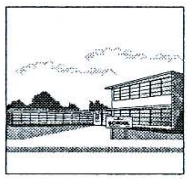
The pictures are only suggestions. You may include any other relevant words.

Example:

where you are ..... Ich bin in der Schule .....



Write about 40 words **in German** in **complete sentences**.

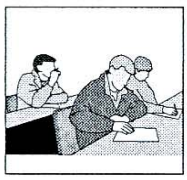


1 size of school ... In der schule gebt es 1400 Students, der schule ist sehr groß ...

✓

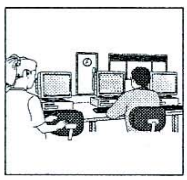
2 friends ..... nein .....

✗



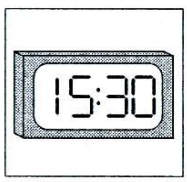
3 favourite subject ... Mein Lieblingsfache ist Sport, weil es prima ist. ...

✓



4 lunch time ... nittag pause beginnt von 13 Uhr zehn, es ist 50 minuten lange. Ich esse in einer cafe ...

✓



5 time school ends ..... 15:30 .....

✗

6 travel home ..... ich bin mit dem Zug gefahren .....

✓

C - 4
Q - 4

8

[Communication: 6 marks]
[Quality of Language: 7 marks]
[Total: 13 marks]

[Turn over

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Section 2

Exercise 4

Answer **either** Question 1 **or** Question 2

EITHER

1 Write a letter about a friend.

Write 90–100 words **in German**.

Include all of the following points:

- Describe one of your friends
  (e.g. appearance; character; likes/dislikes)
- Give your opinion of your friend
- Say what you did together last weekend
  (e.g. shopping; party; sport)
- Say what you will do together next month

OR

2 Write a letter about a concert or sports event you went to.

Write 90–100 words **in German**.

Include all of the following points:

- Describe the concert/sports event
  (e.g. where and when; cost; times)
- Say how you got there
  (e.g. car/bus/train)
- Give your opinion about the concert/sports event
- Say where you will go next week

[Total: 20 marks]

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Communication (10)	Qual. of Language (6)	Accuracy (4)	Total (20)

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Section 2

Exercise 4 6-A4

Hallo

Ich heiße Paul und ich bin sechszehn Jahre alt. Letze Jahre bin ich in die olympics gefahren in Athens. Ich bin mit dem Fluzug geflogen. Es war sehr tauer, £2000!!! Es war zwei Woche lange.

Der olypmics war fantastisch und nicht langweilig. Es war sehr sonnig und ich bin Sonnenbrand!!! Das hotel war super, funf star, und war sehr prima!! Ich bin mit meine familie.

Nachtses woche bin ich ein fußball match gefahren. Es ist Liverpool vs AC milan, das ist sehr tauer. Es ist in Istanbul. Es ist das champions league Final!!

Tchuß

Paul

T1 - P- P P

T2 - O P

T3 P P O O

T4 - F- O

C 5
A 3
Q 3

11

Complete script gaining A grade threshold mark (Higher Tier)

Script 6-B

This candidate scored as follows:

Exercise 5 18 out of 20
Exercise 4 18 out of 30 **Total: 36/50**

Exercise 4 – Question 1

Communication:

All tasks were addressed. 9 marks were awarded for communication, because *Letze Woche* was used for *weekend*.

Quality of Language:

This script was in the top band at this level, but had errors in both future and perfect tenses, as well as correct examples, so 5 marks out of 6 were awarded.

Accuracy:

This script was clearly worthy of 4 marks at this level.

Exercise 5 – Question 1

Communication:

The *etwas Besonderes* task was not addressed very clearly, and there was limited justification of opinions. The 7/8 band was appropriate, and 8 was awarded.

Quality of Language:

The candidate can produce *weil* clauses, and has a good range of adjectives. There is some repetition of structure in the first paragraph, and there are limitations to her verb usage.

The 6/8 band was appropriate, and 6 marks were awarded.

Accuracy:

Although the script is in German which is linguistically straightforward, the 5/4 band descriptor is appropriate, and 4 marks were awarded.

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Candidate Name	Centre Number	Candidate Number
COMPLETE SCRIPT 6-B		

OCR
RECOGNISING ACHIEVEMENT

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
General Certificate of Secondary Education

GERMAN 2364/02(H)

Writing (Higher Tier)

Friday **10 JUNE 2005** Morning 1 hour

Candidates answer on the question paper.
No additional materials are required.

TIME 1 hour

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces at the top of this page.
Answer **one** question in Section 2 and **one** question in Section 3.
Write your answers in **German** in the spaces provided on the question paper.
Read the instructions at the beginning of each exercise carefully.

INFORMATION FOR CANDIDATES

The number of marks available is shown in brackets [ ] at the end of each question or part question.
Total marks for this paper is 50.
No dictionaries are allowed.
There is no Section 1 in this paper.

FOR EXAMINER'S USE
36

This question paper consists of 3 printed pages, 3 lined pages and 2 blank pages.

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Section 2

Exercise 4

Answer **either** Question 1 **or** Question 2

EITHER

1 Write a letter about a friend.

Write 90–100 words **in German.**

Include all of the following points:

- Describe one of your friends
  (e.g. appearance; character; likes/dislikes)
- Give your opinion of your friend
- Say what you did together last weekend
  (e.g. shopping; party; sport)
- Say what you will do together next month

OR

2 Write a letter about a concert or sports event you went to.

Write 90–100 words **in German.**

Include all of the following points:

- Describe the concert/sports event
  (e.g. where and when; cost; times)
- Say how you got there
  (e.g. car/bus/train)
- Give your opinion about the concert/sports event
- Say where you will go next week

[Total: 20 marks]

For Examiner's Use Only

Communication (10)	Qual. of Language (6)	Accuracy (4)	Total (20)

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Section 2

Exercise 4 6-B1

Meine Beste Freunde heißt Milly und sie ist fünfzehn Jahre alt. Sie ist ziemlich groß und schlank mit schulterlange braune Haare. Sie hat grüne Augen und sie ist sehr schön.

T1 Milly ist sehr fleißig und klug in die Schule aber sie ist komisch und witzig am Wochende. Sie ist immer geduldig, O

T2 nett und freundlich und sie ist eine gute Freunde.

Milly ist sehr musicalisch aber nicht zu sportlich. Sie ist sehr hilfsbereit und sehr oft hilfen mich. Faul Mensch gefällt ihr nicht. Sie mag einkaufen gehen wenn sie viel Geld hatte. Meiner Meinung nach Milly ist sehr nett und gesellig und komisch und eine gute Freunde.

T3- Letze woche haben wir einkaufen gegangen. Ich habe P- eine schön Rock gekauft. Abends haben wir P in die Disco gegangen. Wir haben viel Jungen geplaudert. Es war sehr gut!

T4 Nachste Monat ist Milly sechzehn Jahre alt. Sie mochte F- eine groß Party für ihre Geburtstag. Wir wollen eine Party F mit viel Essen und modisch Musik feiern.

C 9
Q 5
A 4

(18)

Section 3

Exercise 5

Answer **either** Question 1 **or** Question 2

The pictures are only suggestions. You may include any other relevant words.

EITHER

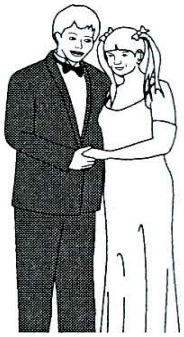
1 Your school had an end of year party

Schreiben Sie über das Schuljahresende-Fest in einem Hotel.

Schreiben Sie 140–150 Wörter **auf Deutsch**.

Beantworten Sie die folgenden Fragen:

- Was haben Sie vor dem Fest gemacht? Welche Kleidung haben die Leute getragen?
- Was haben Sie gegessen und getrunken? Meinungen?
- Ist etwas Besonderes passiert?
- Was war das Beste an dem Abend? Warum?



OR

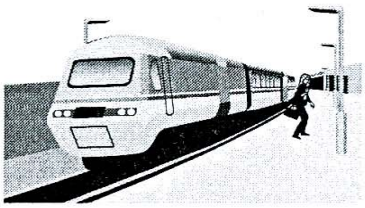
2 Your work experience

Schreiben Sie über ein Berufspraktikum.

Schreiben Sie 140–150 Wörter **auf Deutsch**.

Beantworten Sie die folgenden Fragen:

- Wo haben Sie Ihr Berufspraktikum gemacht? Wie waren die Arbeitskollegen?
- Beschreiben Sie ihre Arbeitsroutine. Meinungen?
- Ist etwas Besonderes passiert?
- Was war das Beste an dem Praktikum? Warum?



[Total: 30 marks]

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Section 3

Exercise 5 6-B2

Letze Woche habe ich das Schuljahresende-Fest in einem Hotel gegangen. Die Hotel war sehr teuer und groß. ich habe ein schones schwarze Kleid gekaufen. Viel Leute haben modisch und sehr teuer Kleidung getragen. Die Madchen haben lange schone teuer Kleiden getragen. Das Junge haben schwarze Hemd und Jacke getragen.

Es gabt viel Essen und es war sehr lecker. Ich habe Brot mit Schinken gegessen. Ich bin ein Magenschmerzen gehabt weil habe ich zu viel Kekse gegessen. Ich habe cola und Limonade getrunken.

Es war ein gutes Abends. Ich habe mit meinem Freund getanzt und ich habe mit meinem Freunden geplaudert. Die Musik war sehr gut und modisch. Es war eine tolle Party!

Das Beste an den Abend war mit meinem Freund getanzen weil er eine gute Tanze ist. Ich finde meinem Freund sehr schon und viele Mädchen mochte mit meinem Freund tanzen. Wir haben sehr modisch und schon Kleidung getragen.

Das Abends war sehr gut weil ich meinen Freunden liebe!

C 8
Q 6
A 4

18

Mark Scheme for OCR GCSE Writing Papers

Foundation Tier Scheme of Assessment

Section 1

Exercise 1	(Communication 8)	8 marks
Exercise 2	(Communication 6, Accuracy 3)	9 marks
Exercise 3	(Communication 6, Quality of Language 7)	13 marks

	(Communication	**20**
	Quality of Language	**7**
	Accuracy	**3)**
Total		30 marks

Section 2

	Communication	**10**
	Quality of Language	**6**
	Accuracy	**4**
Total		20 marks

Foundation Tier Total 50 marks

Higher Tier Scheme of Assessment

Section 2

	Communication	**10**
	Quality of Language	**6**
	Accuracy	**4**
Total		20 marks

Section 3

	Communication	**10**
	Quality of Language	**14**
	Accuracy	**6**
Total		30 marks

Higher Tier Total 50 marks

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Detailed Mark Scheme

Section 1

Exercise 1

Communication – 8 items at 1 mark each **8 marks**

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

Exercise2

Communication – 6 items at 1 mark each per recognisable item **6 marks**

Accuracy **3 marks**

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

Exercise 3

Communication **6 marks**

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**

7-6	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
5-4	Restricted range of vocabulary Short sentences succeed in communicating simple points Despite regular errors, the writing often conveys a clear message
3-2	Individual vocabulary items or short phrases
1-0	The language conveys little or no message

TOTAL **30 marks**

Section 2

Communication **10 marks**

10-8	**All the points of the task are communicated** Communicates personal opinions Despite errors, conveys a clear message factually and/or imaginatively, including past, present and future events where required by the task
7-5	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
4-2	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 word in English or the wrong foreign language, blanks, nonsense sentences, “continuous present tense” which are inappropriate in the target language, failure to mention tasks or complete non-sequiturs.

Quality of Language **6 marks**

6-5	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
4-3	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
2-1	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

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Accuracy **4 marks**

4-3	There is more accuracy than inaccuracy The writing is sufficiently accurate to enable a clear message to be conveyed
2-1	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 **20 marks**

Section 3

Communication **10 marks**

10-9	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.
8-7	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
6-5	**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
4-3	**All the points of the task are communicated** Communicates personal opinions Despite errors, conveys a clear message factually and/or imaginatively, including past, present and future events where required by the task
2-1	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

Quality of Language **14 marks**

14-12	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.
11-9	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.
8-6	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

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5-3	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
2-1	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

Accuracy **6 marks**

6	The overall impression is one of accuracy, with very few major errors
5-4	Writing is generally accurate. Errors do not significantly affect the meanings
3-2	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 **30 marks**

OCR GCSE MFL JUNE 2005

MARK SCHEME FOR WRITING

EXAMPLES OF ACCEPTABLE ANSWERS

German (2364 01,02)

The responses below do not list the required answers for the paper but are exemplars which illustrate the principles of the Mark Scheme.

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Section 1
Exercise 1

	ACCEPTABLE	UNACCEPTABLE
1.	Words must be in German…	
	Jacke	jacket
	Schuhe	shoes
	… or may be identically spelt English words, having the same meaning in German…	
	Pullover	pullover
	T-Shirt	T-shirt
2.	Words must be relevant within the meaning of the question, i.e. they must be **clothes** or **colours** (and they do not need to be confined to those illustrated on the question paper)…	
	Schuhe	Wandern
	Krawatte	cravate
	lila	lilac
	…but they must **not** be those used as examples…	
		Bluse
		grau
3.	Words must be written such that they would be comprehensible to a sympathetic native speaker of German…	
	Shuh	shu
	Puli	pull
	… 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…	
	unterhoze	underoza
	Hemt	Hemp
	Tolerate **ei** for **ie** and vice versa unless the meaning is traduced by it	
	Miene Hemd	lieder
4.	Words are not invalidated by erroneous additional material…	
	School uniform Rock	
	dark blau	
5.	Words are not invalidated by erroneous accentuation…	
	Pullöver	
	Jäcke	
6.	Up to two variations of the same concept are accepted in the list	
	Fußballschuhe (✓)	
	Sportschuhe (✓)	
		Golfschuhe (X)

Exercise 2

Communication

	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	Film	Video
	Film gesehen	Konzert
No. 2	Kino	Screen 2
	Kino gegangen	zu Hause
No. 3	spiele Tennis	spiele
	Tennis speilen	Tennisspieler
No. 4	Sporthalle	tennis courts
	Sportzentrum	im Garten
No. 5	esse	trinke
	esse Brötchen	telefoniere
No. 6	Park	Parkplatz
	Spielplatz	zu Hause

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

No. 1	Film am Sonnertag	spiele Film
No. 2	Filmkino Odeon	Filmkamera
No. 3	spiele nict üft Tennis	Tennisschläger
No. 4	Tennis Center	Tennisstadtzentrum
No. 5	esse lickeres Brot	ist lecker
No. 6	Park mit Blumenkohl	spielcasino

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.

QUALITY

	ACCEPTABLE	UNACCEPTABLE

10. "Plus" marks for Quality 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…

Film geseht	**flim** geseht
esse ein Brötschen	**essen** ein Brötschen

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Exercise 3

Communication

	ACCEPTABLE	UNACCEPTABLE

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

No. 1	Schule is ein mittlegroß Schule	1800
No. 2	mein Freunde ist cool	Leanne, Jill
No. 3	Meine Lieblingsfach ist Grafik	Ich Grafik
No. 4	Ich essen Pommes Frites	Ich leiche sein mit meinen Fruend im Kaffee
No. 5	Schule enden vier Uhr	Schule ist endet fünftzehn dreimal
No. 6	Ich gehe in dem Zug gefahren	Ich wann nach Hause

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

No. 1	Schule ist alt und gestreifte Uniform	Schule ist eine Turnhalle
No. 3	Meine Lieblingsfach ist Grafik aber ich lerne Knust	
		Meine Lieblingsfach ist Grafik aber das gefällt mir nicht
No. 6	Ich gehe mit dem Fuß zu Hause	Der Zug ist geduldig

13. Repetitions are acceptable. For example, most of the Tasks could begin with: *In der Schule*. 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 5 and 6 could be run together: *Nach der Schule um 4 Uhr fahre ich mit dem Bus nach Hause*

QUALITY

15. IN THE 6 -7 BAND Candidate responses would be expected to be sentences, and some of the verbs will be correct…

Mein Schule ist groß

The word order will tend to be correct…

Um vier Uhr fahre ich nach Hause

Spelling errors will be unlikely to affect the basic communication…

Mein Leiblingsfach ist Französich

There may be attempts at linkages…

Ich esse ein Butterbrot und ich trinke Cola

16. IN THE 4 -5 BAND some responses may be sentences, and a few of the verbs will be correct…

Die Schul ist groß

The word order will tend to be uncertain…

Schule um vier Uhr enden

Spelling errors will affect the communication…

English ist nit geshlect

17. IN THE 2 -3 BAND responses will tend to be notes or phrases …

Schule klein

The word order will be anglicised…

Ich gehe mit der Bus um vier Uhr heim

Spelling errors will seriously affect the communication…

Essen brod und worst und trinken lemonade

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Section 2

Communication

The Candidate must try to respond relevantly and successfully in French 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 four-point scale as follows:

- **T**o shows that the Candidate has failed to communicate anything relevant (or has omitted the task altogether),
  e.g. q2, t4 (Question 2, Task 4): *Nächste Woche ich habe in die Schule gegehen muss*
- **T**- The Candidate has achieved partial communication (see below),
  e.g. *Nexte Woche ich gehr in die Schule.*
- **T** The Candidate has achieved acceptable communication (see below),
  e.g. *Nächste Woche ich gehe in der Schule.*
- **T**+ The Candidate has achieved acceptable communication and has been able to provide further relevant material,
  e.g. *Nächste Woche gehe ich in der Schule. Das mache ich so gern, weil es Spaß macht*

ACCEPTABLE COMMUNICATION	PARTIAL COMMUNICATION

18. Where the task is in two parts, both must be addressed…
Q1t1 *Meine Freundin ist groß und freundlich. Meine Freundin ist Claire*

19. The tense of the verb must be logical as required by the task…
Q1t3 *Letztes Wochenende bin ich Freundin einkaufen gegangen* *Letztes Wochenende gehe ich mit meiner einkaufen.*

20. Provided the other information in a task is correct, a task is acceptably completed when it contains a verb that indicates an appropriate tense…
Q1t2 *Ich habe einen Pullover gekauft* *Ich gekauft einen Pullover*
Q2t2 Ich habe mit dem Bus gefahren… *Ich bin mit dem Bus fahren*
Q2t4 *Nächst Woche ich gehe in die Disco* *Ich gehe in die Disco*

21. Future time frames or time references are acceptable in a variety of forms…
Nächsten Monat fahre ich nach Spanien Ich fahre nach Spanien
Nächsten Monat werde ich nach Spanien fahren
Ich habe vor, nächsten Monat nach Spanien zu fahren
Nexten Monat ...

22. 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 and, as before, "O+" would represent a fuller, more complex opinion, e.g. Q2t2: *Meiner Meinung nach ist sie ein wunderbares Mädchen*. But the other classifications are different in that "O" represents successful communication and "O-" , unsuccessful…

	SUCCESSFUL COMMUNICATION	ATTEMPTED BUT UN-SUCCESSFUL COMMUNICATION
Q2t3	*Das Konzert war wunderbar.*	*Das Koncert war wunderbra*
Q1t2	*Ich finde Mike wirklich nett*	*Mike ist mein Lieblingsfach*

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Quality

23. A vital element in the Quality criteria is the Candidate's ability to use verb tense. 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 22 above): the Examiner places a "P", "P-", "F" or "F-" in the right-hand margin…

	SUCCESSFUL	ATTEMPTED BUT UNSUCCESSFUL
Q1t3	*Am Wochenende haben wir eingekauft*	*Am Wochenende sind wir einkaufen*
Q2t4	*Wir werden an die See fahren*	*Wir an die See fahren*

NOTE that such examples may be acceptable for **Communication** (see 20 and 21 above) but they are not correct and so are not successful in terms of the **Quality** criteria.

Section 3

The Examiner further annotates scripts in the right-hand margin to record other features relevant to "Quality". These are a guide when choosing the appropriate mark-band for a piece of work. Some effective, acceptable examples are…

24. **C** Subordinate clause. This is where the Candidate uses clauses introduced by words such as …

weil, der/die/das, wo, während, obwohl, als, da, dass... etc.

25. **J** 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
Das Praktikum hat mir sehr gefallen, da ich sehr viel gelernt habe

26. **L** "Lovely" lexical item. The Candidate relevantly uses a word which is effective and out of the ordinary.

27. **T** Tense. The Candidate shows the ability to employ more complex tense usage…

Ich habe gemerkt, dass ich mein Handy verloren hatte
Zu Mittag habe ich in einer Pizzeria essen können
Er hat seine Uhr fallen lassen.

28. **V** Verbal construction. The Candidate uses more than the simple form of the verb…

Nachdem ich angekommen war, …
Ich das Fest ist seit zwei Jahren in diesem Hotel
Ich hatte Lust, mit meiner Freundin zu tanzen

ANNOTATIONS TO BE USED IN MARKING GCSE WRITING

READ EVERYTHING THE CANDIDATE HAS WRITTEN

(Marks for Communication can be gained **anywhere)**

Left hand margin (*Sections 2 and 3 and Section 1 Exercise 3*)

T_1 (Task 1 communicated)

T_2 (Task 2 communicated)

T_3 (Task 3 communicated)

T_4 (Task 4 communicated)

Irrelevance (I) may earn Q of L marks (but not Communication marks).

Repetition (R) (inc. repeated structures & lists) will not gain any additional marks.

If it looks far too long, **estimate** the first 100 (Sect 2)/150 (Sect 3) words.
Over these first 100/150 words **only**, assess Quality of Language and Accuracy.

Right hand margin (*Section 2*)

P (past tense)

F (future reference)

O (opinion)

Right hand margin (*Section 3*)

O (opinion)

J (justification)

P (past tense)

F (future reference)

C (subordinate **clause**)

V (**verbal** construction)

T (more complex **tense** usage, e.g. pluperfect, conditional, subjunctive, reported speech, imperfect vs perfect or preterite)

L (lovely **lexical** item)

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