



GCSE MARKING SCHEME

GERMAN

SUMMER 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 examination in GCSE GERMAN. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

UNIT 1 LISTENING - SUMMER 2012

IMPORTANT GENERAL PRINCIPLES

A detailed mark scheme is provided but further answers will be discussed at the examiners' conference, in the light of candidates' scripts.

Figures and numbers are accepted.

Disregard additional incorrect information as long as the correct answer has been given and the additional information does not contradict or modify what has been said.

When extra boxes are ticked, credit the correct answers then subtract the incorrect ones. It is important to decide the scope of the mark allocation.

If candidates hedge their bets (give 2 contradictory answers) $+ 1 - 1 = 0$.

Possible errors in marking:

- Awarding more marks than are allocated.
- Forgetting a task is worth 2 marks and only giving 1 mark.
- Confusion about the number of details needed for allocated marks.
- Mathematical errors.
- Seeing a correct answer in the incorrect place and crediting it.
- Concentrating on seeking ticks in correct boxes and not seeing additional extra ticks in wrong boxes.

UNIT 1: LISTENING - SUMMER 2012

MARK SCHEME

FOUNDATION TIER

Q.1 Petra is describing her room. What is in it?

Tick (✓) 4 boxes.

Ich habe ein Bett, einen Schreibtisch und einen Stuhl. Mein Bruder hat einen Computer in seinem Zimmer und ich habe einen DVDspieler, weil ich mir Filme gern ansehe. Der Fernseher ist im Wohnzimmer.

If more than 4 boxes ✓ R -1

Bed	<input checked="" type="checkbox"/>	Chair	<input checked="" type="checkbox"/>
Table	<input type="checkbox"/>	Computer	<input type="checkbox"/>
Desk	<input checked="" type="checkbox"/>	DVD player	<input checked="" type="checkbox"/>
Stool	<input type="checkbox"/>	Television	<input type="checkbox"/>

[4]

Q.2 Martin and Anna are in a café. What do they order?

Tick (✓) 6 boxes.

Ich nehme ein Schinkenbrot und Pommes Frites und ich trinke Orangensaft.

Für mich eine Pizza mit Champignons, Salat und Mineralwasser.

If more than 6 boxes ✓ R - 1

Chicken sandwich	<input type="checkbox"/>	Pizza with spinach	<input type="checkbox"/>
Ham sandwich	<input checked="" type="checkbox"/>	Pizza with mushrooms	<input checked="" type="checkbox"/>
Fruit salad	<input type="checkbox"/>	Crisps	<input type="checkbox"/>
Chips	<input checked="" type="checkbox"/>	Salad	<input checked="" type="checkbox"/>
Orange juice	<input checked="" type="checkbox"/>	Milk	<input type="checkbox"/>
Lemonade	<input type="checkbox"/>	Mineral water	<input checked="" type="checkbox"/>

[6]

Q.3 This question is in **two** parts.

Part 1

Martina is talking about school

(a) What does she find difficult?

Mathe und Naturwissenschaften finde ich leicht. Kunst gefällt mir gar nicht, weil ich nicht kreativ bin und es schwierig ist.

Tick (✓) the correct box

Maths.

Science.

Art.

[1]

(b) What sort of subjects does she like best of all?

Tick (✓) the correct box.

Die besten Fächer für mich sind praktisch, weil ich gut mit den Händen bin.

Exciting subjects.

Logical subjects.

Practical subjects.

[1]

Part 2

(c) What does Andreas think about sport?

Tick (✓) the correct box.

Sport finde ich wichtig für die Gesundheit.

It is good.

It is important.

It is boring.

[1]

Q.4 Some friends are going shopping.

(a) Why does she need new trainers?

Tick (✓) the correct box.

Ich muss neue Sportschuhe kaufen. Meine Sportschuhe sind jetzt zu klein.

Picture of someone with old trainers	Picture of someone with trainers too big	Picture of someone with trainers too small
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

[1]

(b) What is she saving for?

Tick (✓) the correct box.

Ich komme mit, aber ich werde nichts kaufen. Ich spare für einen Skiurlaub.

Picture of a sailing holiday	Picture of a skiing holiday	Picture of a camping holiday
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

(c) What will she buy for her sister?

Tick (✓) the correct box.

Meine Schwester hat nächste Woche Geburtstag. Sie möchte ein neues Handy, aber das ist mir zu teuer. Ich werde eine CD von ihrer Lieblingsgruppe kaufen.

Picture of a mobile phone	Picture of a CD	Picture of a handbag
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

Q.5 Some friends are talking about a visit to Wales.

(a) Where did he like going?

Tick (✓) the correct box.

Ich habe Cardiff besucht. Das Schloss hat mir sehr gefallen.

Picture of a castle	Picture of a theatre	Picture of a museum
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[1]

(b) What did she do?

Tick (✓) the correct box.

Ich war an der Küste. Wir haben am Strand gespielt.

Picture of people playing cards	Picture of people playing on a tennis court	Picture of people playing on a beach
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

[1]

(c) What does she want to do when the Welsh group arrives?

Tick (✓) the correct box.

Wenn die walisische Gruppe im Dezember nach Deutschland kommt, müssen wir unbedingt den Weihnachtsmarkt besuchen.

Picture of a pop concert	Picture of a Christmas market	Picture of a shopping mall
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

(d) How long will the Welsh group stay in Germany?

Tick (✓) the correct box.

Wir müssen planen, was wir mit unseren walisischen Freunden machen werden. Eine Woche ist nicht genug Zeit, um alles zu machen.

Picture of a diary showing 2 weeks	Picture of a diary showing 3 weeks	Picture of a diary showing 1 week
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

[1]

Q.6 Friends are talking about their interests.

(a) What does he do in his free time?

Tick (✓) the correct box.

1. Was machst du in deiner Freizeit?
2. Ich gehe sehr gern ins Kino.
1. Wie oft gehst du ins Kino?
2. Fast jede Woche. Wir gehen, wenn die Karten für uns billiger sind.

Picture of people in a cinema	Picture of people in a disco	Picture of people in a theatre
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[1]

(b) What do they do if they go out?

Tick (✓) the correct box.

3. Ich mache nicht so viel, aber ich treffe mich mit meinen Freunden in der Stadt. Manchmal essen wir italienisch.
4. Das kann teuer sein.
3. Stimmt und manchmal sind wir zu Hause und spielen am Computer oder hören uns Musik an.

Picture of
someone in an
Internet café

Picture of
friends in an Italian
restaurant

Picture of
friends listening to
music

[1]

(c) What do the friends discuss doing at the weekend?

Tick (✓) the correct box.

1. Für den kommenden Samstag habe ich keine Pläne. Was sollen wir machen?
2. Das weiss ich nicht. Fernsehen vielleicht?
3. Kommt zu mir und bring ein Computerspiel mit. Das wäre cool.

Picture of friends
playing a computer
game

Picture of friends
playing in a group

Picture of friends
watching television

[1]

(NB Award 1 mark only for either / or answer)

(d) What time do they arrange to meet?

Tick (✓) the correct box.

4. Um wieviel Uhr sollen wir bei dir sein?
3. So gegen acht?
1. In Ordnung.
2. Bis dann.

Picture of
a clock showing
around 7

Picture of
a clock showing
around 8

Picture of
a clock showing
around 9

[1]

Q.7 Friends are talking about healthy eating.

(a) What does Susi say about cake?

Tick (✓) the correct box.

Kuchen ist total ungesund, weil er so viel Zucker und Fett enthält.

Picture of cake and sugar and flour	Picture of cake and sugar and fat	Picture of cake and sugar and chocolate
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

(b) What does Paul eat every day?

Tick (✓) the correct box.

Ich esse täglich Obst und Gemüse, damit ich gesund bleibe.

Picture of a variety of vegetables	Picture of bananas	Picture of a variety of fruit and vegetables
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

[1]

(c) What does she have for breakfast?

Tick (✓) the correct box.

Zum Frühstück esse ich immer ein Toastbrot, Obst und ich trinke Milch.

Picture of a piece of toast, glass of milk and an apple	Picture of a piece of bread, a glass of milk and an orange	Picture of a piece of toast, a yoghurt and a glass of milk
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[1]

(d) What will she eat today?

Tick (✓) the correct box.

Gestern habe ich viel Pommes Frites gegessen. Heute werde ich Salat essen.

Picture of chips	Picture of salad	Picture of crisps
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

Q.8 (a) What has she heard that is not good in Britain?

Tick (✓) the correct box.

Ich habe gehört, dass das Brot in Grossbritannien nicht so gut ist.

Picture of beef	Picture of bread	Picture of coffee
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

(b) What has he read?

Tick (✓) the correct box.

Ich habe gelesen, dass das Wetter in Wales sehr regnerisch ist.

Picture of wet weather	Picture of windy weather	Picture of foggy weather
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[1]

(c) What has she noticed?

Tick (✓) the correct box.

Ich habe gemerkt, dass die Briten viel über die königliche Familie in Grossbritannien lesen.

Picture of ordinary family	Picture of British royal family	Picture of Tower of London
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

(d) What will she do in the holidays?

Tick (✓) the correct box.

In den Ferien werde ich hier in Wales Kanu fahren.

Picture of someone canoeing	Picture of someone riding	Picture of someone windsurfing
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[1]

Q.9 Your German friend is doing a project on school and leaves you a message. Make notes in **English** on what she asks.

Part 1

What does she want to know about?

Ich brauche Informationen über die Schule in Wales. Was sind die Pflichtfächer? Ob man eine Schuluniform tragen muss? Wenn ja, was kostet so eine Schuluniform? Wann beginnt die Schule morgens?

IN ANY ORDER

(a) Compulsory subjects / Core subjects /
What (subjects) does she have to study? /
Information about schools in Wales.

(b) (School) Uniform / Do you have to wear a uniform? /
Is there a uniform?

(c) Cost of uniform

(d) When does school start? / What time does it start? /
When begins school?

[4]

She wants to know the main subjects	= 0
When does school finish?	= 0
When can I get shoes?	= 0
What subjects are there?	= 0
What subjects will she have to study?	= 0
What subjects are there?	= 0
How long is the school day?	= 0
Time of mornings?	= 0
What time do they go to school?	= 0

Part 2

What does she want to know?

Wieviele Schüler lernen Deutsch? Was machst du in der Mittagspause? Gibt es Klubs nach der Schule? Wann darf man die Schule verlassen? Mein Projekt muss bis Ende Juni fertig sein. Kannst du mir deine Antworten so bald wie möglich schicken?

IN ANY ORDER. ANY OF 4 POSSIBLE ANSWERS

(e) How many pupils learn German? /
How much of the school does German?

(f) What you do in the lunch break? / lunch time?

(g) When can you leave school? /
At what age can you leave school? /
When do you finish school?

(h) Can you reply as soon as possible? /
Can you send your answer a.s.a.p.? /
Can you send it before the end of June?
Are there any **after**-school clubs? /
Are there activities after school? /
What you can do after school? /
What do you do in the lunch break?

[4]

Do they learn German?	= 0
Do they serve chicken?	= 0
Do you have lunch break?	= 0
What do you do at break / at lunch?	= 0
What do you do at / in the middle of the day?	= 0
What must you do in the midday break?	= 0
Are there clubs in school?	= 0
School clubs	= 0
What time does school finish?	= 0
When does school finish?	= 0

UNIT 1 LISTENING - SUMMER 2012

TAPESCRIPT

FOUNDATION TIER

- Q.1** Ich habe ein Bett, einen Schreibtisch und einen Stuhl. Mein Bruder hat einen Computer in seinem Zimmer und ich habe einen DVDspieler, weil ich mir Filme gern ansehe. Der Fernseher ist im Wohnzimmer.
- Q.2** Ich nehme ein Schinkenbrot und Pommes Frites und ich trinke Orangensaft. Für mich eine Pizza mit Champignons, Salat und Mineralwasser.
- Q.3**
- (a) Mathe und Naturwissenschaften finde ich leicht. Kunst gefällt mir gar nicht, weil ich nicht kreativ bin und es schwierig ist.
 - (b) Die besten Fächer für mich sind praktisch, weil ich gut mit den Händen bin.
 - (c) Sport finde ich wichtig für die Gesundheit.
- Q.4**
- (a) Ich muss neue Sportschuhe kaufen. Meine Sportschuhe sind jetzt zu klein.
 - (b) Ich komme mit, aber ich werde nichts kaufen. Ich spare für einen Skiurlaub.
 - (c) Meine Schwester hat nächste Woche Geburtstag. Sie möchte ein neues Handy, aber das ist mir zu teuer. Ich werde eine CD von ihrer Lieblingsgruppe kaufen.
- Q.5**
- (a) Ich habe Cardiff besucht. Das Schloss hat mir sehr gefallen.
 - (b) Ich war an der Küste. Wir haben am Strand gespielt.
 - (c) Wenn die walisische Gruppe im Dezember nach Deutschland kommt, müssen wir unbedingt den Weihnachtsmarkt besuchen.
 - (d) Wir müssen planen, was wir mit unseren walisischen Freunden machen werden. Eine Woche ist nicht genug Zeit, um alles zu machen.
- Q.6**
- (a)
 - 1 Was machst du in deiner Freizeit?
 - 2 Ich gehe sehr gern ins Kino.
 - 1 Wie oft gehst du ins Kino?
 - 2 Fast jede Woche. Wir gehen, wenn die Karten für uns billiger sind.
 - (b)
 - 3 Ich mache nicht so viel, aber ich treffe mich mit meinen Freunden in der Stadt. Manchmal essen wir italienisch.
 - 4 Das kann teuer sein.
 - 3 Stimmt und manchmal sind wir zu Hause und spielen am Computer oder hören uns Musik an.

- (c) **1** Für den kommenden Samstag habe ich keine Pläne. Was sollen wir machen?
2 Das weiss ich nicht. Fernsehen vielleicht?
3 Kommt zu mir und bringt ein Computerspiel mit. Das wäre cool.
- (d) **4** Um wieviel Uhr sollen wir bei dir sein?
3 So gegen acht?
1 In Ordnung.
2 Bis dann.

- Q.7**
- (a) Kuchen ist total ungesund, weil er so viel Zucker und Fett enthält.
 - (b) Ich esse täglich Obst und Gemüse, damit ich gesund bleibe.
 - (c) Zum Frühstück esse ich immer ein Toastbrot, Obst und ich trinke Milch.
 - (d) Gestern habe ich viel Pommes Frites gegessen. Heute werde ich Salat essen.

- Q.8**
- (a) Ich habe gehört, dass das Brot in Grossbritannien nicht so gut ist.
 - (b) Ich habe gelesen, dass das Wetter in Wales sehr regnerisch ist.
 - (c) Ich habe gemerkt, dass die Briten viel über die königliche Familie in Grossbritannien lesen.
 - (d) In den Ferien werde ich hier in Wales Kanu fahren.

Q.9 Part 1

Ich brauche Informationen über die Schule in Wales. Was sind die Pflichtfächer? Ob man eine Schuluniform tragen muss? Wenn ja, was kostet so eine Schuluniform? Wann beginnt die Schule morgens?

Part 2

Wieviele Schüler lernen Deutsch? Was machst du in der Mittagspause? Gibt es Klubs nach der Schule? Wann darf man die Schule verlassen? Mein Projekt muss bis Ende Juni fertig sein. Kannst du mir deine Antworten so bald wie möglich schicken?

UNIT 1 LISTENING - SUMMER 2012

MARK SCHEME

HIGHER TIER

Q.1 Your German friend is doing a project on school and leaves you a message. Make notes in **English** on what she asks.

Part 1

What does she want to know about?

Ich brauche Informationen über die Schule in Wales. Was sind die Pflichtfächer? Ob man eine Schuluniform tragen muss? Wenn ja, was kostet so eine Schuluniform? Wann beginnt die Schule morgens?

IN ANY ORDER

(a) Compulsory subjects / Core subjects /
What (subjects) does she have to study? /
Information about schools in Wales.

(b) (School) Uniform / Do you have to wear a uniform? /
Is there a uniform?

(c) Cost of uniform

(d) When does school start? / What time does it start? /
When begins school?

[4]

She wants to know the main subjects	= 0
When does school finish?	= 0
When can I get shoes?	= 0
What subjects are there?	= 0
What subjects will she have to study?	= 0
What subjects are there?	= 0
How long is the school day?	= 0
Time of mornings?	= 0
What time do they go to school?	= 0

Part 2

What does she want to know?

Wieviele Schüler lernen Deutsch? Was machst du in der Mittagspause? Gibt es Klubs nach der Schule? Wann darf man die Schule verlassen? Mein Projekt muss bis Ende Juni fertig sein. Kannst du mir deine Antworten so bald wie möglich schicken?

IN ANY ORDER. ANY OF 4 POSSIBLE ANSWERS

(e) How many pupils learn German? /
How much of the school does German?

(f) What you do in the lunch break? / lunch time?

(g) When can you leave school? /
At what age can you leave school? /
When do you finish school?

(h) Can you reply as soon as possible? /
Can you send your answer a.s.a.p.? /
Can you send it before the end of June?
Are there any **after**-school clubs? /
Are there activities after school? /
What you can do after school? /
What do you do in the lunch break?

[4]

Do they learn German?	= 0
Do they serve chicken?	= 0
Do you have lunch break?	= 0
What do you do at break / at lunch?	= 0
What do you do at / in the middle of the day?	= 0
What must you do in the midday break?	= 0
Are there clubs in school?	= 0
School clubs	= 0
What time does school finish?	= 0
When does school finish?	= 0

Q.2 Friends are talking about healthy eating.

(a) What does Susi say about cake?

Tick (✓) the correct box.

Kuchen ist total ungesund, weil er so viel Zucker und Fett enthält.

Picture of cake and sugar and flour	Picture of cake and sugar and fat	Picture of cake and sugar and chocolate
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

(b) What does Paul eat every day?

Tick (✓) the correct box.

Ich esse täglich Obst und Gemüse, damit ich gesund bleibe.

Picture of a variety of vegetables	Picture of bananas	Picture of a variety of fruit and vegetables
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

[1]

(c) What does she have for breakfast?

Tick (✓) the correct box.

Zum Frühstück esse ich immer ein Toastbrot, Obst und ich trinke Milch.

Picture of a piece of toast, glass of milk and an apple	Picture of a piece of bread, a glass of milk and an orange	Picture of a piece of toast, a yoghurt and a glass of milk
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[1]

(d) What will she eat today?

Tick (✓) the correct box.

Gestern habe ich viel Pommes Frites gegessen. Heute werde ich Salat essen.

Picture of chips	Picture of salad	Picture of crisps
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

Q.3 (a) What has she heard that is not good in Britain?

Tick (✓) the correct box.

Ich habe gehört, dass das Brot in Grossbritannien nicht so gut ist.

Picture of beef	Picture of bread	Picture of coffee
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

(b) What has he read?

Tick (✓) the correct box.

Ich habe gelesen, dass das Wetter in Wales sehr regnerisch ist.

Picture of wet weather	Picture of windy weather	Picture of foggy weather
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[1]

(c) What has she noticed?

Tick (✓) the correct box.

Ich habe gemerkt, dass die Briten viel über die königliche Familie in Grossbritannien lesen.

Picture of ordinary family	Picture of British royal family	Picture of Tower of London
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

(d) What will she do in the holidays?

Tick (✓) the correct box.

In den Ferien werde ich hier in Wales Kanu fahren.

Picture of someone canoeing	Picture of someone riding	Picture of someone windsurfing
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[1]

Q.4 Friends are talking about their town.
Answer the questions in English.

Part 1

- (a) Name **2** attractions in the town.

Two of the following, art gallery, cathedral, castle, museum(s) [2]
art galerie = 1
art gallerie = 1

Galerie = 0

- (b) What do they dislike in the summer?

Too many tourists or it is too full [1]

lots of tourists = 0
so many tourists = 0

- 1 Unsere Stadt finde ich ganz toll.
- 2 Stimmt. Wir haben viele Sehenswürdigkeiten z.B. eine Kunstgalerie, einen Dom, ein Schloss und das Museum.
- 3 Es kommen aber im Sommer zu viele Touristen und dann ist alles zu voll.
- 4 Im Winter ist es viel besser, weil es ruhiger ist.

Part 2

- (c) Where did the first speaker live previously?

In the country / countryside / out of the country [1]

on the land = 0
London = 0

- (d) What was the disadvantage of this?

Mother had to take him everywhere [1]

NB "Mother" must be included in the answer.

He can only see his friend at the weekend = 0
Too much driving = 0
It was far away from his friends = 0
He lives far away from his friends = 0

- (e) What does the last speaker think of the town? Name 1 point.

*Hectic, loud, lots of traffic, so much traffic, there is traffic ,
(lots) of pollution (one of these)*

[1]

dirty = 0

- 2 Ich wohne sehr gerne hier in der Stadt. Früher habe ich auf dem Lande gewohnt und wenn ich mich mit Freunden am Wochenende treffen wollte, musste meine Mutter mich immer hin und her fahren.
- 4 In der Stadt ist es immer so hektisch und laut und es gibt so viel Verkehr und Verschmutzung.

Q.5 Young people are talking about future plans.
Answer the questions in English.

Part 1

- (a) What are Johannes' plans for the future?

He does not know / he wants to do A-levels / Abitur / Go to the 6th form

[1]

(Do his) exams = 0

- (b) What did he want to do when he was young?

He wanted to be a police officer / policeman

[1]

Work with the police force = 0

- (c) Why is this no longer attractive to him?

*He doesn't like shift work.
You have to work in the nights = 0*

[1]

(Shift-work must be in the answer)

1. Was für Zukunftspläne hast du, Johannes?
2. Im Moment bin ich mir gar nicht sicher. Ich glaube, ich möchte Abitur machen aber es steht noch nicht fest.
1. Weisst du, was du später werden möchtest?
2. Als ich klein war, wollte ich immer Polizist werden, aber jetzt weiss ich, dass man Schichtarbeit machen muss und das ist nichts für mich.

Part 2

- (d) What does Martina want to be?
A doctor. [1]
- (e) Name 1 reason for this.
*She wants to help people / she likes (learning) science /
She wanted to be one since she was young* [1]
*She likes biology = 0
She's good at science = 0*
- (f) What advantage does this work have?
It's never / not boring. [1]
3. Und du Martina? Hast du Pläne?
4. Ich möchte Ärztin werden und das wollte ich von klein an. Ich lerne sehr gerne Naturwissenschaften und möchte eine Arbeit haben, wo ich Menschen helfen kann. Ich weiss, es wird viele Probleme geben, aber diese Arbeit ist nie langweilig.

Part 3

- (g) Why does Kristina feel that she cannot yet make a decision about a job?
She is unsure about the jobs in the future / not sure about the world of work in 10 yrs / in the future. [1]
*She will get a new job = 0
She doesn't know what job will be available = 0
Not sure about the world of work = 0
There will be more jobs in 10yrs = 0*
- (h) How does the final speaker feel about working at the computer all the time?
He feels it is unacceptable / it's not on / not acceptable [1]
*Not good = 0
Doesn't like it = 0*
- (i) Why is this?
He needs contact with (other) people / He needs to be with other people / He needs to work with other people [1]
*He needs to speak / talk with other people = 0
He needs to socialise with other people = 0*
3. Und du Kristina? Was möchtest du werden?
4. Ich habe überhaupt keine Ahnung. Das Problem für uns ist, dass man gar nicht weiss, wie die Arbeitswelt in zehn Jahren sein wird.
1. Man liest heute viel über Leute, die zu Hause arbeiten. Das könnte ich nicht leiden.
2. Ich auch nicht, besonders wenn man die ganze Zeit am Computer sitzen muss. Für mich wäre das inakzeptabel. Ich muss mit Menschen zusammen sein.

Q.6 Friends are talking together.
Answer the questions in English.

Part 1

- (a) Why was the grandmother surprised?

How much you can do with a mobile phone / What a mobile can do / She was surprised with the technology / She doesn't know what they could do with these / it / them [1]

You can receive e-mails = 0

- (b) What did she have difficulty in believing?

That you can have the Internet / emails via a mobile phone (one of these) [1]

- (c) What is her view of a mobile phone?

They are just for phoning / only used for speaking / only used for calls / phoning / it's like a phone [1]

No better than a phone = 0

1. Letzte Woche war meine Oma bei uns und sie war sehr überrascht, was ich alles mit meinem Handy machen konnte. Sie konnte es nicht glauben, dass man Internet wie auch E-Mails bekommen kann. Für sie ist ein Handy nur was zum Telefonieren.

Part 2

- (d) What is the father's attitude to the amount of money spent on the phone?

He thinks it is silly / stupid / dumb / dum [1]
Dumm = 0

- (e) Who pays the phone costs?

The young person (Martin) / he does himself [1]

Father = 0

- (f) How much is the phone bill?

about 50 Euros per month [1]

*NB. **About** or **approx.** must be included in the answer*

50 Euros = 0

£50 = 0

2. Mein Vater findet es auch dumm, dass ich so viel Geld für mein Handy brauche und ich muss mein Handy selber finanzieren.
3. Was kostet das im Moment, Martin?
4. So ungefähr 50 Euro pro Monat. Ohne meinen Nebenjob könnte ich das überhaupt nicht bezahlen.

Part 3

- (g) What problem does a mobile phone cause for some young people?
Debt / money problems / they have to have the new / latest model / it's expensive [1]
A certain model = 0
-
- (h) What do some parents refuse to believe?
That mobile phones help with school work / they are useful for school / it's for school work / they help with school [1]
They are useful in / at school = 0
-
- (i) What advantage does Internet access on your phone have? (Name **one** item)
It saves time / you can send e-mails / writing e-mails / e-mail people [1]
You can go on the Internet = 0
You can check your e-mails = 0
e-mail access = 0
use your e-mails = 0
get e-mails = 0
e-mails = 0
she can e-mail during school = 0
-
4. Viele Leute in meiner Klasse haben wegen Handys Geldschulden. Sie glauben, sie müssen das neueste Modell haben und das ist immer sehr teuer.
1. Meine Eltern glauben mir nicht, wenn ich sage, dass ein Handy bei der Schularbeit hilft. Wenn man mit dem Handy Internetanschluss hat und E-Mails schicken kann, spart man Zeit.

UNIT 1 LISTENING - SUMMER 2012

TAPESCRIPT

HIGHER TIER

Q.1 Part 1

Ich brauche Informationen über die Schule in Wales. Was sind die Pflichtfächer? Ob man eine Schuluniform tragen muss? Wenn ja, was kostet so eine Schuluniform? Wann beginnt die Schule morgens?

Part 2

Wieviele Schüler lernen Deutsch? Was machst du in der Mittagspause? Gibt es Klubs nach der Schule? Wann darf man die Schule verlassen? Mein Projekt muss bis Ende Juni fertig sein. Kannst du mir deine Antworten so bald wie möglich schicken?

Q.2

- (a) Kuchen ist total ungesund, weil er so viel Zucker und Fett enthält.
- (b) Ich esse täglich Obst und Gemüse, damit ich gesund bleibe.
- (c) Zum Frühstück esse ich immer ein Toastbrot, Obst und ich trinke Milch.
- (d) Gestern habe ich viel Pommes Frites gegessen. Heute werde ich Salat essen.

Q.3

- (a) Ich habe gehört, dass das Brot in Grossbritannien nicht so gut ist.
- (b) Ich habe gelesen, dass das Wetter in Wales sehr regnerisch ist.
- (c) Ich habe gemerkt, dass die Briten viel über die königliche Familie in Grossbritannien lesen.
- (d) In den Ferien werde ich hier in Wales Kanu fahren.

Q.4 Part 1

- 1 Unsere Stadt finde ich ganz toll.
- 2 Stimmt. Wir haben viele Sehenswürdigkeiten z.B. eine Kunstgalerie, einen Dom, ein Schloss und das Museum.
- 3 Es kommen aber im Sommer zu viele Touristen und dann ist alles zu voll.
- 4 Im Winter ist es viel besser, weil es ruhiger ist.

Part 2

- 2 Ich wohne sehr gerne hier in der Stadt. Früher habe ich auf dem Lande gewohnt und wenn ich mich mit Freunden am Wochenende treffen wollte, musste meine Mutter mich immer hin und her fahren.
- 4 In der Stadt ist es immer so hektisch und laut und es gibt so viel Verkehr und Verschmutzung.

Q.5 Part 1

- 1 Was für Zukunftspläne hast du, Johannes?
- 2 Im Moment bin ich mir gar nicht sicher. Ich glaube, ich möchte Abitur machen, aber es steht noch nicht fest.
- 1 Weisst du, was du später werden möchtest?
- 2 Als ich klein war, wollte ich immer Polizist werden, aber jetzt weiss ich, dass man Schichtarbeit machen muss und das ist nichts für mich.

Part 2

- 3 Und du Martina? Hast du Pläne?
- 4 Ich möchte Ärztin werden und das wollte ich von klein an. Ich lerne sehr gerne Naturwissenschaften und möchte eine Arbeit haben, wo ich Menschen helfen kann. Ich weiss, es wird viele Probleme geben, aber diese Arbeit ist nie langweilig.

Part 3

- 3 Und du, Kristina? Was möchtest du werden?
- 4 Ich habe überhaupt keine Ahnung. Das Problem für uns ist, dass man gar nicht weiss, wie die Arbeitswelt in zehn Jahren sein wird.
- 1 Man liest heute viel über Leute, die zu Hause arbeiten. Das könnte ich nicht leiden.
- 2 Ich auch nicht, besonders wenn man die ganze Zeit am Computer sitzen muss. Für mich wäre das inakzeptabel. Ich muss mit Menschen zusammen sein.

Q.6 Part 1

- 1** Letzte Woche war meine Oma bei uns und sie war sehr überrascht, was ich alles mit meinem Handy machen konnte. Sie konnte es nicht glauben, dass man Internet wie auch E-Mails bekommen kann. Für sie ist ein Handy nur was zum Telefonieren.

Part 2

- 2** Mein Vater findet es auch dumm, dass ich so viel Geld für mein Handy brauche und ich muss mein Handy selber finanzieren.
- 3** Was kostet das im Moment, Martin?
- 4** So ungefähr 50 Euro pro Monat. Ohne meinen Nebenjob könnte ich das überhaupt nicht bezahlen.

Part 3

- 4** Viele Leute in meiner Klasse haben wegen Handys Geldschulden. Sie glauben, sie müssen das neueste Modell haben und das ist immer sehr teuer.
- 1** Meine Eltern glauben mir nicht, wenn ich sage, dass ein Handy bei der Schularbeit hilft. Wenn man mit dem Handy Internetanschluss hat und E-Mails schicken kann, spart man Zeit.

UNIT 3 READING - SUMMER 2012

IMPORTANT GENERAL PRINCIPLES

Foundation Total 40

Higher Total 40

All candidates will have attempted **either** the higher paper **or** the foundation paper. They will not have attempted both. (If they have done so, then contact WJEC.)

The principle underlying the marking is the total, partial or non-completion of the task required except for those questions involving a choice between options. In those instances, the answer is either correct or incorrect and there is no partially correct answer.

Multiple choice, true/false, choosing the correct option from a series of pictures etc. will be marked as agreed in the conference. No half marks will be awarded.

On some occasions there may only be a partial, incomplete, or ambiguous answer and we need to look at these on an individual basis.

Figures and numbers are acceptable.

Answers which have English or Welsh spelling which is incorrect but understandable and which does not interfere with the message communicated will generally be accepted.

Any incorrect information is disregarded as long as a correct answer is given unless the incorrect information obviously contradicts or modifies what has been said.

Our policy when too many alternative and incorrect answers are given is to penalise for each extra incorrect answer.

e.g. one answer possible and two answers given, the correct one and an alternative
 $= 1 - 1 = 0$

two possible answers and three answers given, two correct and an alternative
 $= 1 + 1 = 2 - 1 = 1$

Where the information given e.g. in brackets or with an oblique (unless considered an alternative answer) makes the answer more ambiguous we deduct a mark, i.e. $2 - 1 = 1$

Each of the tasks is worth 1 mark (there are 40 on the foundation and 40 on the higher paper) in all and the number of tasks per question is indicated by the scale printed at the side of the question. Each task should be marked as indicated in the marking scheme and as confirmed in the examiners' conference.

The marks awarded for each question should be shown in the margin by the question; these should be totalled and the total shown at the bottom of the margin on the final page. The total is out of 40 on the foundation paper and 40 on the higher paper.

UNIT 3 READING - SUMMER 2012

MARK SCHEME

FOUNDATION TIER

Q.1 **[6]**

(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)
Example	H	C	B	D	G	F

Q.2 **[6]**

(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)
Example	F	G	H	B	E	C

Q.3 NB If more than 6 boxes ✓ R-1
For each extra name R-1

[6]

a	b	c	d	e
Example	Samira	Felix	X	X

f	g	h	i	j
Lukas	X	Julian	Bettina	Lena

Q.4 NB If more than 6 boxes ✓ R-1 **[6]**

Correct answers:

a	b	e	f	g	i
---	---	---	---	---	---

Q.5 Section A **[5]**
NB If more than 5 boxes ✓ R-1

Correct answers:

a	e	g	h	k
---	---	---	---	---

Q.5 Section B

[3]

One full mark per answer:

(i)	<p><u>Correct:</u></p> <p>It's easier / simpler. Buy everything in one shop / place. Everything is at the supermarket. They sell everything. Easy / Convenient.</p> <p><u>Incorrect:</u></p> <p>Easier to go to the shops. Good quality products. Cheap. Easier to get to. Good prices. Can order online. Faster.</p>
(ii)	<p><u>Correct:</u></p> <p>There are great fashion / clothes shops / stores there / shops have the latest fashion items / they sell modern clothes / you / she / can get great fashion.</p> <p><u>Incorrect:</u></p> <p>A great clothes shop. It's a great shop. Best shops. Modern. Fashionable. Big shopping centre. Nice clothes. Lots of different shops. That's where the fashionable clothes are.</p>
(iii)	<p><u>Correct:</u></p> <p>She likes / enjoys cooking. She and her friend / flatmate like / enjoy cooking / They like cooking.</p> <p><u>Incorrect:</u></p> <p>It's fun. Uses it to cook. Money to spend. Enough spare time. Saves money.</p>

Q.6 Section A**[4]**

One full mark per answer:

(i)	<p><u>Correct:</u></p> <p>2 weeks. A fortnight. 14 days</p> <p><u>Incorrect :</u> 12 days</p>
(ii)	<p><u>Correct:</u></p> <p>(Stay / live) with family / living with families.</p> <p><u>Incorrect :</u></p> <p>Live with <u>pupil's</u> family. Live with <u>her</u> family. Family house / room. Family home. A house. Student house / living with family</p>
(iii)	<p><u>Correct:</u></p> <p>(Sightseeing) trips / excursions / tours. Sightseeing (Guided) walks. (Go) walking / hiking / a walk / look at local landmarks / day trips to tourist attractions. Site seeing.</p> <p><u>Incorrect:</u></p> <p>Go out at night and walk. Walking around town. Points of interest. Walking to look at scenery. Flying / Look at landscape / wandering.</p>
(iv)	<p><u>Correct:</u></p> <p>Live music.</p> <p><u>Incorrect:</u></p> <p>Music. Atmosphere (That applies to town centre)</p>

Section B**[4]****NB If more than 4 boxes ✓ R-1**

Correct answers:

b	d	f	h
---	---	---	---

UNIT 3 READING - SUMMER 2012

MARK SCHEME

HIGHER TIER

Q.1 Section A

[5]

Correct answers:

a	e	g	h	k
---	---	---	---	---

Section B

[3]

One full mark per answer:

(i)	<p><u>Correct:</u></p> <p>It's easier / simpler. Buy everything in one shop / place. Everything is at the supermarket. They sell everything. Easy / Convenient.</p> <p><u>Incorrect:</u></p> <p>Easier to go to the shops. Good quality products. Cheap. Easier to get to. Good prices. Can order online. Faster.</p>
(ii)	<p><u>Correct:</u></p> <p>There are great fashion / clothes shops / stores there / shops have the latest fashion items / they sell modern clothes / you / she / can get great fashion.</p> <p><u>Incorrect:</u></p> <p>A great clothes shop. It's a great shop. Best shops. Modern. Fashionable. Big shopping centre. Nice clothes. Lots of different shops. That's where the fashionable clothes are.</p>
(iii)	<p><u>Correct:</u></p> <p>She likes / enjoys cooking. She and her friend / flatmate like / enjoy cooking / They like cooking.</p> <p><u>Incorrect :</u></p> <p>It's fun. Uses it to cook. Money to spend. Enough spare time. Saves money.</p>

Q.2 Section A**[4]**

One full mark per answer:

(i)	<p><u>Correct:</u></p> <p>2 weeks. A fortnight. 14 days</p> <p><u>Incorrect :</u> 12 days</p>
(ii)	<p><u>Correct:</u></p> <p>(Stay / live) with family / living with families.</p> <p><u>Incorrect:</u></p> <p>Live with <u>pupil's</u> family. Live with <u>her</u> family. Family house / room. Family home. A house. Student house / living with family</p>
(iii)	<p><u>Correct:</u></p> <p>(Sightseeing) trips / excursions / tours. Sightseeing (Guided) walks. (Go) walking / hiking / a walk / look at local landmarks / day trips to tourist attractions. Site seeing.</p> <p><u>Incorrect:</u></p> <p>Go out at night and walk. Walking around town. Points of interest. Walking to look at scenery. Flying / Look at landscape / wandering.</p>
(iv)	<p><u>Correct:</u></p> <p>Live music.</p> <p><u>Incorrect:</u></p> <p>Music. Atmosphere (That applies to town centre)</p>

Section B**[4]**

Correct answers:

NB If more than 4 boxes ✓ R-1

b	d	f	h
---	---	---	---

Q.3 NB: Answers must be specific, showing evidence from text.

1.	<p><u>Correct:</u></p> <p><i>Two of:</i> sun, sand, beach(es), (unspoilt / undisturbed) underwater world / wildlife / nature</p> <p>Must have “underwater” for world and wildlife</p> <p><u>Incorrect:</u></p> <p>Creatures = 0</p> <p>If 3 answers are correct only award 2 marks</p>	[2]
2.	<p><u>Correct:</u></p> <p>Two of: (Building) Hotels. Rubbish / waste / trash</p> <p>If 3 answers are correct only award 2 marks</p> <p><u>Incorrect:</u></p> <p>Tourism = 0 Pollution = 0 Water erosion = 0</p>	[2]
3.	<p><u>Correct:</u></p> <p>One of: white (sands / beaches). Palm(s) trees. Ideal for tourists. Great for tourists / Ideal for tourism.</p>	[1]
4.	<p><u>Correct:</u></p> <p>(In the) Indian Ocean / In the middle of the Indian Ocean</p> <p><u>Incorrect:</u></p> <p>Near the IO = 0 Off the IO = 0 Wrong Indian Ocean = 0</p>	[1]
5.	<p><u>Correct:</u></p> <p>The islands will sink / disappear (into the sea) / end up under water / drown / covered by the water / by sea</p> <p><u>Incorrect:</u></p> <p>Flood the island= 0</p>	[1]

6.	<p><u>Correct:</u></p> <p>One of German tourists' favourite holiday destinations. Lots of German go there / Popular with Germans / Germans go there / One of their (the Germans') favourite places to go / A favourite place of theirs</p> <p><u>Incorrect:</u></p> <p>Deforestation / favourite places / love / like them = 0 Their favourite place / destination = 0</p>	[1]
7.	<p><u>Correct:</u></p> <p>Mass tourism / masses of tourism / Building of (illegal) hotels everywhere / new hotels / too many tourists / hotels being built / pollution by many tourists</p> <p><u>Incorrect:</u></p> <p>Hotels = 0 Tourists = 0</p>	[1]
8.	<p><u>Correct:</u></p> <p>Nature reserve. Protected area. Sites of natural beauty / nature site / nature zone / natural environment</p> <p><u>Incorrect:</u></p> <p>Everywhere. Natural places. "Sights" incorrect</p>	[1]
9.	<p><u>Correct:</u></p> <p>(People from) all over the world / everywhere / from other / foreign countries</p>	[1]
10.	<p><u>Correct:</u></p> <p>(Big) problems / Bigger problems (with coral that divers have caused) / Problems with the divers / Problems near / by the coral.</p> <p><u>Incorrect:</u></p> <p>Divers leaving things behind= 0 Divers taking back coral = 0 Too much rubbish in sea = 0</p>	[1]

Q.4 One mark for each distinct point. (2 per person)

1.	<p><u>Correct:</u></p> <ul style="list-style-type: none"> * Worked at reception / receptionist * Helped in operating room / with operations * Visited farm (with vet / Dr. Hamann) <p><u>Incorrect:</u></p> <p>Helped out with cows and horses = 0</p>	[2]
2.	<ul style="list-style-type: none"> * Would like to be a professional musician * Would like to go into music * Wants to do something with music as a profession * Wanted (chance to) work with (other) young musicians – young must be in the answer. <p><u>Incorrect:</u></p> <p>With other musicians (without “young”) / He likes music / He has an interest in music</p>	[2]
3.	<p><u>Correct:</u></p> <ul style="list-style-type: none"> * Colleagues friendly / staff are friendly * Dealing with / talking with / speaking with / helping customers <p>1 mark for reference to colleagues 1 mark for reference to customers</p> <p><u>Incorrect:</u></p> <p><u>Supervisor</u> friendly. Colleagues helped her. People are friendly.</p>	[2]
4.	<p><u>Correct:</u></p> <ul style="list-style-type: none"> * Father satisfied / pleased with job / likes / enjoys job / fun job * Safe / Secure profession / job / he has always got work. * Prospects can be favourable / good <p>For 2 out of the 3 marks references are required for</p> <ul style="list-style-type: none"> - positive attitude towards work - security of job - prospects <p><u>Incorrect:</u></p> <p>Exciting being a chef. Father has freedom in his job. The pay is good.</p>	[2]

5.	<p><u>Correct:</u></p> <ul style="list-style-type: none"> * Has worked in a primary school * Found the work of a teacher fascinating / found the work fascinating * Wants to work with children * Wants to help young children to learn * Likes young children * Enjoyed working with young kids * Found the work rewarding * Taught (several) lessons <p><u>Incorrect:</u></p> <p>Found the work of children fascinating = 0 Found the children fascinating = 0</p>	[2]
6.	<p><u>Correct:</u></p> <ul style="list-style-type: none"> * Not always in office. Often on site. * Needs to know what workers / builders are doing / do * (Needs to be on hand) to solve problems <p><u>Incorrect:</u></p> <p>The work is interesting = 0 Work in office is boring = 0 Paperwork is easy = 0</p>	[2]

CONTROLLED ASSESSMENT SPEAKING MARK SCHEME

Structured Conversation

Marks	Communication and Content		Accuracy		Range of Language
10/9	Candidates: <ul style="list-style-type: none"> • develop conversations/discussions, steering the conversation to reflect personal interests • interact readily • respond to teacher intervention • narrate events and produce extended sequences of speech • explain ideas and points of view 	5	Candidates: <ul style="list-style-type: none"> • show a very good level of accuracy with few mistakes • speak confidently with convincing pronunciation and intonation 	5	Candidates: <ul style="list-style-type: none"> • show signs of more sophisticated language such as idioms and more complex items • use a variety of vocabulary, structures and tenses competently
8/7	Candidates: <ul style="list-style-type: none"> • take part in a conversation using longer sequences of speech • express factual information, ideas and points of view • show an ability to interact during the conversation 	4	Candidates: <ul style="list-style-type: none"> • show a good level of accuracy though errors are present in more complex sentences • use pronunciation and intonation which are mostly accurate 	4	Candidates: <ul style="list-style-type: none"> • show signs of a variety of structures, tenses and vocabulary • sometimes attempt more complex sentences
6/5	Candidates: <ul style="list-style-type: none"> • take part in a conversation/simple discussion about topics with which they are familiar • express simple points of view/opinions • can deal with some unpredictable elements 	3	Candidates: <ul style="list-style-type: none"> • convey clear messages despite some errors • use pronunciation that is more accurate than inaccurate 	3	Candidates: <ul style="list-style-type: none"> • use appropriate but simple range of vocabulary • use uncomplicated language and simple constructions • use different tenses when referring to the past, present and future
4/3	Candidates: <ul style="list-style-type: none"> • answer some open questions • take part in a simple conversation • interact in a limited way 	2	Candidates: <ul style="list-style-type: none"> • make quite frequent errors • attempt to pronounce words accurately 	2	Candidates: <ul style="list-style-type: none"> • substitute words and phrases • use limited vocabulary and repetition of words and phrases
2/1	Candidates: <ul style="list-style-type: none"> • answer mostly closed questions • convey minimal information 	1	Candidates: <ul style="list-style-type: none"> • speak with many inaccuracies • speak with pronunciation that is understandable 	1	Candidates: <ul style="list-style-type: none"> • use mainly single words and short phrases
0	Candidates: <ul style="list-style-type: none"> • do not communicate 	0	Candidates: <ul style="list-style-type: none"> • have no evident knowledge of the language 	0	Candidates: <ul style="list-style-type: none"> • have no evident knowledge of the language

Presentation and Discussion

	Delivery of Presentation		Responding to Questions		Accuracy		Range of Language
5	Candidates: <ul style="list-style-type: none"> deliver an articulate and confident presentation 	5	Candidates: <ul style="list-style-type: none"> interact readily during the discussion answer all questions clearly and in detail justify and develop points of view 	5	Candidates: <ul style="list-style-type: none"> show a very good level of accuracy with few mistakes speak confidently with convincing pronunciation and intonation 	5	Candidates: <ul style="list-style-type: none"> use more sophisticated language such as idioms and more complex items use a variety of vocabulary, structures and tenses competently
4	Candidates: <ul style="list-style-type: none"> deliver the presentation competently 	4	Candidates: <ul style="list-style-type: none"> interact during the discussion answer most questions clearly and unambiguously justify points of view 	4	Candidates: <ul style="list-style-type: none"> show a good level of accuracy though errors are present in more complex sentences use pronunciation and intonation which are mostly accurate 	4	Candidates: <ul style="list-style-type: none"> use a variety of vocabulary, structures and tenses sometimes attempt more complex sentences
3	Candidates: <ul style="list-style-type: none"> deliver the main points of the presentation may need some teacher prompting 	3	Candidates: <ul style="list-style-type: none"> may need some teacher prompting answer most questions intelligibly express points of view 	3	Candidates: <ul style="list-style-type: none"> convey clear messages despite some errors use pronunciation that is more accurate than inaccurate 	3	Candidates: <ul style="list-style-type: none"> use an appropriate but simple range of language use uncomplicated language and simple constructions use different tenses when referring to the past, present and future
2	Candidates: <ul style="list-style-type: none"> rely heavily on teacher prompting to deliver the presentation 	2	Candidates: <ul style="list-style-type: none"> answer a few questions and are able to convey some meaning 	2	Candidates: <ul style="list-style-type: none"> make quite frequent errors attempt to pronounce words accurately 	2	Candidates: <ul style="list-style-type: none"> substitute words and phrases use limited vocabulary and repetition of words and phrases
1	Candidates: <ul style="list-style-type: none"> deliver minimal information 	1	Candidates: <ul style="list-style-type: none"> answer very briefly but not clearly or coherently 	1	Candidates: <ul style="list-style-type: none"> speak with many inaccuracies speak with a pronunciation that is understandable 	1	Candidates: <ul style="list-style-type: none"> use mainly single words and short phrases
0	Candidates: <ul style="list-style-type: none"> do not communicate 	0	Candidates: <ul style="list-style-type: none"> do not answer the questions 	0	Candidates: <ul style="list-style-type: none"> have no evident knowledge of the language 	0	Candidates: <ul style="list-style-type: none"> have no evident knowledge of the language

CONTROLLED ASSESSMENT WRITING MARKSCHEME

COMMUNICATION

MARKS	CRITERIA
9/10	As complete an answer as can be expected. Information is expressed clearly and in detail. Points of view are both developed and justified and presented in an organised fashion.
7/8	Both information and points of view are expressed clearly and unambiguously though there is a lack of development and justification.
5/6	Points of information are expressed intelligibly and answer has a clear structure and organisation. Some points of view are expressed ambiguously.
3/4	There is confusion about the nature of the task though some points of information are expressed intelligibly. Answer tends to be rambling and disorganised.
1/2	Minimal information is communicated and there is little indication that the task has been understood. There is an inability to communicate information or points of view clearly and coherently.
0	The answer is irrelevant or incomprehensible.

QUALITY OF LANGUAGE

ACCURACY

MARKS	CRITERIA
5	Almost always accurate though there may be minor errors in attempts at complex and adventurous structures. Verbs and time references are handled confidently. Basic principles of grammar are sound.
4	Simple structures are accurate though there may be errors in attempts at complex structures. There is a clear grasp of grammar and syntax. Verb and time references are sometimes ambiguous.
3	Simple structures are mainly accurate but there are many basic errors in complex structures. Basic principles of grammar and syntax are sometimes disregarded.
2	Simple structures are sometimes correct though there is an obvious influence of mother tongue grammar and syntax.
1	A high incidence of basic errors even in simple structures, betraying a very limited grasp of grammar.
0	No understanding of grammatical principles.

QUALITY OF LANGUAGE

RANGE

MARKS	CRITERIA
5	Vocabulary and structures attempted are varied and appropriate. Complex structures are handled with confidence. Language shows adventure even if not always totally correct.
4	There is a good range of appropriate vocabulary and structures. Complex structures are mostly correct.
3	There is a range of vocabulary and structures though these may not always be appropriate. Structures tend to be simple rather than complex.
2	The vocabulary and structures are barely appropriate for the task and show a heavy reliance on the mother tongue. There is a predominance of simple structures.
1	The vocabulary is mostly inadequate for the task. Words are strung together making little sense. There is little understanding of language structure.
0	The language and structures are totally inadequate for the task.



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