



GCSE MARKING SCHEME

GERMAN

SUMMER 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 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.

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MARK SCHEME - LISTENING

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.

Answers which contain incorrect spelling in either English or Welsh but are understandable and unambiguous in their meaning will be credited with the marks available. However, no marks will be given for a misspelt word which is the same spelling as the spelling in German.

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 2013

MARK SCHEME

FOUNDATION TIER

Q.1 Saskia is talking about her friend. What does she say about her?

Tick (✓) four correct boxes.

Stephanie ist 15 Jahre alt und hat Ende Juni Geburtstag. Sie ist gross, hat lange blonde Haare und braune Augen. Sie hat keine Geschwister. Sie trägt Ohrringe. Ich mag sie, weil sie humorvoll ist und auch intelligent. Wir sind beide musikalisch und spielen zusammen in einer Band.

She is aged 14.	<input type="checkbox"/>	She wears a watch.	<input type="checkbox"/>
She is aged 15.	<input checked="" type="checkbox"/>	She wears earrings.	<input checked="" type="checkbox"/>
She has blonde hair.	<input checked="" type="checkbox"/>	She listens to music.	<input type="checkbox"/>
She has brown hair.	<input type="checkbox"/>	She plays music.	<input checked="" type="checkbox"/>

[4]

Q.2 Martin and Martina are talking about their town. What do you learn about it?

Tick (✓) six correct boxes

1. Ich wohne gern hier.
2. Ich auch. Die Stadt ist nicht so gross und es gibt viel für junge Leute.
 1. Ja. Wir haben ein Kino, eine Disko und das Café ist cool.
 2. Im Sommer ist es auch schön. Man kann schwimmen und im Wald spazieren gehen.
1. Schade, dass das Wetter nicht so gut ist. Genau wie in Grossbritannien.

They do not like the town.	<input type="checkbox"/>	The coffee is cool.	<input type="checkbox"/>
They like the town.	<input checked="" type="checkbox"/>	The café is cool.	<input checked="" type="checkbox"/>
The town is quiet.	<input type="checkbox"/>	You can walk in the park.	<input type="checkbox"/>
The town is not too big.	<input checked="" type="checkbox"/>	You can walk in the woods.	<input checked="" type="checkbox"/>
The town has a cinema.	<input checked="" type="checkbox"/>	The weather in the town is better than GB.	<input type="checkbox"/>
The town has a theatre.	<input type="checkbox"/>	The weather in the town is like weather in GB.	<input checked="" type="checkbox"/>

[6]

Q.3 Some friends are discussing a visit to Berlin.

(a) When do they set out for Berlin?

Tick (✓) the correct box.

Wir verlassen die Schule um 9.15.

9.05

9.15

9.50

[1]

(b) What does she want to visit?

Tick (✓) the correct box.

Ich möchte die Sehenswürdigkeiten sehen und auch den Tiergarten besuchen.

The Olympic Stadium.

The zoo.

The television tower.

[1]

(c) How will they get to Berlin?

Tick (✓) the correct box.

Schade nur, dass die Busreise so lange dauert, aber die Zugreise ist so teuer.

By train.

By tram.

By bus.

[1]

Q.4 Some friends are planning for the weekend.

(a) Why can Peter not go out with them?

Tick (✓) the correct box.

1. Peter kommt leider nicht mit. Er ist krank.

Picture of boy doing homework

Picture of boy playing football

Picture of boy with temperature in bed

[1]

(b) What does his sister say about Peter?

Tick (✓) the correct box.

2. Was hat er denn?

1. Das weiss ich nicht genau. Seine Schwester sagt, er hat Halsschmerzen und Fieber und liegt im Bett.

Picture of boy with sore throat and high temperature in bed

Picture of boy with toothache in bed

Picture of boy with earache and high temperature in bed

[1]

(c) How long has he had this?

Tick (✓) the correct box.

2. Wie lange hat er das schon?

1. Schon seit 3 Tagen, glaube ich.

Picture of 5 days

Picture of 3 days

Picture of 4 days

[1]

Q.5 These people are talking about the environment.

(a) How should you come to school?

Tick (✓) the correct box.

Um der Umwelt zu helfen, soll man mit dem Rad oder zu Fuss in die Schule kommen und nicht immer mit dem Auto fahren.

Picture of someone travelling by car & by bicycle	Picture of someone travelling by car & on foot	Picture of someone travelling by bicycle & on foot
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		[1]

(b) What does this family do at home?

Tick (✓) the correct box.

Wir drehen die Heizung ein paar Grad runter.

Picture of radiator with heating turned down	Picture of a shower head with water	Picture of bottles being recycled
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		[1]

(c) What does she always do?

Tick (✓) the correct box.

Ich bringe immer eine Stofftasche zum Supermarkt mit.

Picture of a cloth bag	Picture of a plastic bag	Picture of a someone buying a handbag
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		[1]

(d) What does this speaker find important?

Tick (✓) the correct box.

Es ist sehr wichtig, ein gutes Recycling system zu haben, finde ich.

Picture of a compost heap	Picture of a recycling centre for all types of rubbish	Picture of a wind farm
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		[1]

Q.6 Tom and Sara are talking about music.

(a) Tick (✓) the two correct statements.

In meiner Freizeit höre ich immer Musik. Ich höre alles gern und bin ziemlich musikalisch. Ich kaufe CDs aber jetzt nicht so oft, weil man Musik vom Internet downloaden kann.

Tom sometimes listens to music.	<input type="checkbox"/>
Tom always listens to music.	<input checked="" type="checkbox"/>
He never buys CDs.	<input type="checkbox"/>
He still buys CDs.	<input checked="" type="checkbox"/>

[2]

(b) Tick (✓) the two correct statements.

Für mich ist Musik auch wichtig. Ich singe in einer Band und das macht mir viel Spass. Ich benutze auch i Tunes aber ich gehe lieber ins Livekonzert. Die Atmosphäre im Konzert ist fantastisch. Schade, dass die Karten so teuer sind.

Sara sings in a band.	<input checked="" type="checkbox"/>
Sara has a favourite band.	<input type="checkbox"/>
She prefers using i Tunes.	<input type="checkbox"/>
She prefers going to a live concert.	<input checked="" type="checkbox"/>

[2]

Q.7 Friends are talking about part-time jobs.

(a) What does Julia do?

Tick (✓) the correct box.

Ich trage jeden Tag Zeitungen aus.

Picture of a girl babysitting	Picture of a girl delivering newspapers	Picture of a girl and a waitress in a café
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

(b) How much pocket money does she have each week?

Tick (✓) the correct box.

Ich habe keinen Job, aber ich bekomme jede Woche €15. €10 von meinen Eltern und €5 von meiner Grossmutter.

€10	€5	€15
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

[1]

(c) Why does she babysit?

Tick (✓) the correct box.

Jeden Samstag babysitte ich für meine Nachbarin. Ich finde es langweilig, aber ich will ein Handy kaufen und ich brauche das Geld.

Picture of a book	Picture of a mobile phone	Picture of wrapped presents
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

(d) Where exactly does he work?

Tick (✓) the correct box.

Ich habe eine Arbeit im Restaurant in der Küche.

Picture of a restaurant facade	Picture of someone working as a waiter in a restaurant	Picture of someone working in the kitchen of a restaurant
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

[1]

Q.8 Friends are having a chat

(a) Where did they stay?

Tick (✓) the correct box.

Wir haben in einer Jugendherberge gewohnt.

Picture of a youth hostel	Picture of a tent	Picture of a caravan
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[1]

(b) What sort of house does she live in?

Tick (✓) the correct box.

Ich wohne in einem großen Reihenhaus. Leider haben wir keinen Garten.

Picture of large terraced house with no garden	Picture of a large detached house with no garden	Picture of a large terraced house with a garden
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[1]

(c) What did she do at home last week?

Tick (✓) the correct box.

Ich helfe oft im Haushalt. Letzte Woche habe ich das Wohnzimmer geputzt.

Picture of someone working in a garden	Picture of someone washing up	Picture of someone cleaning living room
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

[1]

(d) What will he buy next week?

Tick (✓) the correct box.

Nächste Woche werde ich neue Schlittschuhe kaufen.

Picture of a pair of skis	Picture of ice skates	Picture of a snowboard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

Q.9 Your penfriend leaves you a message about arrangements for your trip to Germany. Make notes **in English**.

Part 1

Wir holen dich am Flughafen ab. Du kommst um 20.10 an. Wenn wir zu Hause ankommen, werden wir sofort essen. Wir müssen am nächsten Tag in die Schule gehen. Da kannst du im Englischunterricht helfen. Kannst du auch Sportkleidung mitbringen?

You will be picked up at 20.10 / 8.10 p.m. / airport

8:10 = 0

When you get to your penfriend's home you will eat / have a meal / have (some) food / dinner / tea / supper / get some food / snack

have lunch / breakfast = 0

Next day you will go to school / (to help with)the English lesson / English

You are asked to bring sports cloth(e)s / gear / kit / sports wear / sports dress / sports uniform

sports trainers / sports skirt / clothes / sports equipment / sports suit = 0

[4]

Part 2

Wir hoffen, du bleibst 2 Wochen bei uns. Wir möchten einige Ausflüge machen und vielleicht meine Oma an der Nordseeküste besuchen. Was möchtest du in Deutschland machen?

They hope you will stay for 2 weeks / a fortnight

They want to go on trips / excursions / outings / days out (answer must be in the plural)

trip = 0
tour(s) = 0
an outing = 0

Perhaps they will visit grandmother / nana / nan / nain / gran(ny) / mamgu
any of the above + on the coast
North sea (coast)

Family = 0
Grandparent = 0
Grandparents = 0
(On) the coast = 0
In the North country = 0

Your penfriend asks What you (I) would like to do (in Germany) = 1
What you (I) want to do (in Germany?) = 0
What would you (I) do (in Germany?) = 0
What you can do (in Germany) = 0
What is there to do in Germany? = 0

[4]

UNIT 1: LISTENING – SUMMER 2013

TAPESCRIPT

FOUNDATION TIER

- Q.1** Stephanie ist 15 Jahre alt und hat Ende Juni Geburtstag. Sie ist gross, hat lange blonde Haare und braune Augen. Sie hat keine Geschwister. Sie trägt Ohrringe. Ich mag sie, weil sie humorvoll ist und auch intelligent. Wir sind beide musikalisch und spielen zusammen in einer Band.
- Q.2**
1. Ich wohne gern hier.
 2. Ich auch. Die Stadt ist nicht so gross und es gibt viel für junge Leute.
 1. Ja. Wir haben ein Kino, eine Disko und das Café ist cool.
 2. Im Sommer ist es auch schön. Man kann schwimmen und im Wald spazieren gehen.
 1. Schade, dass das Wetter nicht so gut ist. Genau wie in Grossbritannien.
- Q.3**
- (a) Wir verlassen die Schule um 9.15.
 - (b) Ich möchte die Sehenswürdigkeiten sehen und auch den Tiergarten besuchen.
 - (c) Schade nur, dass die Busreise so lange dauert, aber die Zugreise ist so teuer.
- Q.4**
- (a)
 1. Peter kommt leider nicht mit. Er ist krank.
 - (b)
 2. Was hat er denn?
 1. Das weiss ich nicht genau. Seine Schwester sagt, er hat Halsschmerzen und Fieber und liegt im Bett.
 - (c)
 2. Wie lange hat er das schon?
 1. Schon seit 3 Tagen, glaube ich.
- Q.5**
- (a) Um der Umwelt zu helfen, soll man mit dem Rad oder zu Fuss in die Schule kommen und nicht immer mit dem Auto fahren.
 - (b) Wir drehen die Heizung ein paar Grad runter.
 - (c) Ich bringe immer eine Stofftasche zum Supermarkt mit.
 - (d) Es ist sehr wichtig, ein gutes Recyclingsystem zu haben, finde ich.

- Q.6** (a) In meiner Freizeit höre ich immer Musik. Ich höre alles gern und bin ziemlich musikalisch. Ich kaufe CDs aber jetzt nicht so oft, weil man Musik vom Internet downloaden kann.
- (b) Für mich ist Musik auch wichtig. Ich singe in einer Band und das macht mir viel Spass. Ich benutze auch iTunes aber ich gehe lieber ins Livekonzert. Die Atmosphäre im Konzert ist fantastisch. Schade, dass die Karten so teuer sind.
- Q.7** (a) Ich trage jeden Tag Zeitungen aus.
- (b) Ich habe keinen Job, aber ich bekomme jede Woche €15. €10 von meinen Eltern und €5 von meiner Grossmutter.
- (c) Jeden Samstag babysitte ich für meine Nachbarin. Ich finde es langweilig, aber ich will ein Handy kaufen und ich brauche das Geld.
- (d) Ich habe eine Arbeit im Restaurant in der Küche.
- Q.8** (a) Wir haben in einer Jugendherberge gewohnt.
- (b) Ich wohne in einem großen Reihenhaushaus. Leider haben wir keinen Garten.
- (c) Ich helfe oft im Haushalt. Letzte Woche habe ich das Wohnzimmer geputzt.
- (d) Nächste Woche werde ich neue Schlittschuhe kaufen.

Q.9 Part 1

Wir holen dich am Flughafen ab. Du kommst um 20.10 an. Wenn wir zu Hause ankommen, werden wir sofort essen. Wir müssen am nächsten Tag in die Schule gehen. Da kannst du im Englischunterricht helfen. Kannst du auch Sportkleidung mitbringen?

Part 2

Wir hoffen, du bleibst 2 Wochen bei uns.
Wir möchten einige Ausflüge machen und vielleicht meine Oma an der Nordseeküste besuchen. Was möchtest du in Deutschland machen?

MARK SCHEME - LISTENING

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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.
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- Concentrating on seeking ticks in correct boxes and not seeing additional extra ticks in wrong boxes.

UNIT 1: LISTENING - SUMMER 2013

MARK SCHEME

HIGHER TIER

Q.1 Friends are talking about part-time jobs.

(a) What does Julia do?

Tick (✓) the correct box.

Ich trage jeden Tag Zeitungen aus.

Picture of a girl babysitting	Picture of a girl delivering newspapers	Picture of a girl and a waitress in a café
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

(b) How much pocket money does she have each week?

Tick (✓) the correct box.

Ich habe keinen Job aber ich bekomme jede Woche €15. €10 von meinen Eltern und €5 von meiner Grossmutter.

€10	€5	€15
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

[1]

(c) Why does she babysit?

Tick (✓) the correct box.

Jeden Samstag babysitte ich für meine Nachbarin. Ich finde es langweilig, aber ich will ein Handy kaufen und ich brauche das Geld.

Picture of a book	Picture of a mobile phone	Picture of wrapped presents
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

(d) Where exactly does he work?

Tick (✓) the correct box.

Ich habe eine Arbeit im Restaurant in der Küche.

Picture of a restaurant facade	Picture of someone working as a waiter in a restaurant	Picture of someone working in the kitchen of a restaurant
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

[1]

Q.2 Friends are having a chat.

(a) Where did they stay?

Tick (✓) the correct box.

Wir haben in einer Jugendherberge gewohnt.

Picture of a youth hostel	Picture of a tent	Picture of a caravan
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[1]

(b) What sort of house does she live in?

Tick (✓) the correct box.

Ich wohne in einem großen Reihenhaus. Leider haben wir keinen Garten.

Picture of large terraced house with no garden	Picture of a large detached house with no garden	Picture of a large terraced house with a garden
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[1]

(c) What did she do at home last week?

Tick (✓) the correct box.

Ich helfe oft im Haushalt. Letzte Woche habe ich das Wohnzimmer geputzt.

Picture of someone working in a garden	Picture of someone washing up	Picture of someone cleaning living room
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

[1]

(d) What will he buy next week?

Tick (✓) the correct box.

Nächste Woche werde ich neue Schlittschuhe kaufen.

Picture of a pair of skis	Picture of ice skates	Picture of a snowboard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

Q.3 Your penfriend leaves you a message about arrangements for your trip to Germany. Make notes in English.

Part 1

Wir holen dich am Flughafen ab. Du kommst um 20.10 an. Wenn wir zu Hause ankommen, werden wir sofort essen. Wir müssen am nächsten Tag in die Schule gehen. Da kannst du im Englischunterricht helfen. Kannst du auch Sportkleidung mitbringen?

You will be picked up at 20.10 / 8.10 p.m. / airport

8:10 = 0

When you get to your penfriend's home you will eat / have a meal / have (some) food / dinner / tea / supper / get some food / snack

have lunch / breakfast = 0

Next day you will go to school / (to help with)the English lesson / English

You are asked to bring sports cloth(e)s / gear / kit / sports wear / sports dress / sports uniform

sports trainers / sports skirt / clothes / sports equipment / sports suit = 0

[4]

Part 2

Wir hoffen, du bleibst 2 Wochen bei uns. Wir möchten einige Ausflüge machen und vielleicht meine Oma an der Nordseeküste besuchen. Was möchtest du in Deutschland machen?

They hope you will stay for 2 weeks / a fortnight

They want to go on trips / excursions / outings / days out (answer must be in the plural)

trip = 0
tour(s) = 0
an outing = 0

Perhaps they will visit grandmother / nana / nan / nain / gran(ny) / mamgu any of the above + on the coast North sea (coast)

Family = 0
Grandparent = 0
Grandparents = 0
(On) the coast = 0
In the North country = 0

Your penfriend asks What you (I) would like to do (in Germany) = 1
What you (I) want to do (in Germany?) = 0
What would you (I) do (in Germany?) = 0
What you can do (in Germany) = 0
What is there to do in Germany? = 0

[4]

Q.4 Young people are talking of a friend.
Answer the questions in English.

Part 1

1. Hast du neulich Tom gesehen?
2. Eigentlich nicht. Vor ein paar Wochen haben wir uns im Freizeitzentrum getroffen. Er hat gesagt, er würde jede Woche zum Fußballtraining kommen aber...

- (a) Where did the speaker meet Tom?

At the leisure / sports centre / free time centre

[1]

Youth centre = 0
Fitness centre = 0
Free time social club = 0
Free time social area = 0
Community centre = 0

- (b) What did Tom promise? Write **two** details.

To come to football training / every week

[2]

Football = 0
To help the speaker get fit = 0
Every day there would be football training = 0
To help him with football training = 0

Part 2

1. Tom hat im Moment Probleme.
3. Wieso Probleme?
 1. Seine Schwester meint, er hat angefangen zu rauchen. Seitdem hat er keine Lust, Sport zu treiben.
 4. Ich dachte, er wollte später Sport studieren und ihm war die Gesundheit immer so wichtig.
 2. Er hat immer versucht, gesund zu essen und auf einer Party hat er nie Alkohol getrunken.
 3. Rauchen kann ich gar nicht leiden. Erstens ist es tödlich und zweitens stinkt es.

- (c) What has Tom recently begun to do?

Smoke / Smoking.

[1]

- (d) Why are his friends surprised at this? Write **one** detail.

He wanted / He wants to study sport / health was OR is important to him / he never drank / drinks / He eats healthily

[1]

He is studying sport = 0
He knows it's bad for his health = 0
Because he does / plays a lot of sport = 0
It would affect his good health = 0

- (e) What is the final speaker's opinion of what Tom is doing? Write **one** detail.

It can kill / it (he) stinks / it (he) smells / it's deadly / it causes death / can't stand smoking / he can't stand it

[1]

It's deathly = 0
It's disgusting = 0
It's dangerous = 0
Not like = 0

Q.5 Young people are talking about problems in society.
Answer the questions in English.

Part 1

1. Was machst du nach der Schule, Julia?
2. Ich gehe zum Altersheim.
3. Zum Altersheim?
2. Ja. Am Anfang habe ich meine Nachbarin besucht. Ich habe die älteren Leute dort kennengelernt und jetzt verbringe ich 2 Stunden jeden Mittwoch da.
1. Was machst du da?
2. Wir sprechen zusammen. Manchmal gehe ich für sie einkaufen. Ab und zu schreibe ich einen Brief. Es kommt darauf an.

(a) Where is Julia going after school?

To an old people's home / elderly (people's) home / care home / retirement home / nursing home [1]

Old person's house = 0

Pensioner home = 0

(b) How often does she go there?

Every week / once a week / every Wednesday / Wednesdays / on a Wednesday / 2 hours a week [1]

Wednesday = 0

(c) What does she do as well as letter writing? Write **one** detail.

Talks / Chats / goes shopping (for them) / goes to the shops [1]

takes them shopping = 0

buys them things = 0

can buy things = 0

Part 2

4. Anderen Leuten helfen, möchte ich auch. Ich weiß gar nicht, was ich hier in der Stadt machen könnte.
3. Du könntest Briefe schreiben, oder am Telefon für die Samariter arbeiten.
2. Du könntest Mitglied in einer Umweltgruppe sein. Letztes Jahr habe ich zu Weihnachten in einer Kantine gearbeitet, um den Obdachlosen etwas Warmes zu essen zu geben.

(d) Why has the first speaker not yet got involved?

Didn't / Doesn't know what she **could** do [1]

Doesn't know what to do = 0

- (e) What could she do? Write **one** detail.

Write letters / work for the Samaritans / answer the phone for the Samaritans / join an **environmental** group [1]

could phone = 0
write a letter = 0
use the telephone = 0
join a group = 0
help the environment = 0
answer the phone = 0

- (f) When and where did the last speaker work? Write **two** details.

At Christmas / Last year / In a canteen (for the homeless) / In a cafeteria / In a soup kitchen

[2]

In a school canteen = 0
Homeless shelter = 0
Cantina = 0

Part 3

4. Wirst du dieses Jahr im Dezember nochmal helfen?
2. Ja. Wenn du Lust hast, kannst du mitkommen.
4. Danke. Das mache ich. Ich bin gespannt, was meine Eltern dazu sagen. Mein Vater meint, wenn man arbeitet, soll man immer Geld bekommen.

- (g) What does the first speaker suggest to her friend?

That she comes with her / that she goes with her [1]
come with her to help (in December) / (to) volunteering
work there in December / to work with her / to help her in December
to help her with her work

get a job helping out = 0

- (h) Why does the speaker suggest that the father's attitude may **not** be positive?

He thinks you should be paid for working / only get money for working [1]

He is always focused on money = 0
He doesn't earn any money = 0
Her work always receives money = 0
Do not receive money = 0
It is not a well-paid job = 0
He wants her to earn money = 0
She should earn money = 0

- Q.6** Young people are talking about the media.
Answer the questions in English.

Part 1

1. Mein Bruder meint, ich verbringe zu viel Zeit am Computer.
2. Stimmt das denn?
1. Vielleicht schon. Im Moment schreibe ich einen Blog für unsere Partnerschule. Ich bin oft Online, weil ich ein Profil bei Facebook habe. Es ist so wichtig, den Kontakt mit Freunden zu haben und es sind nicht nur Freunde hier in Deutschland, sondern auch Freunde aus aller Welt. Das hilft auch, mein Englisch zu verbessern.

- (a) Why is she writing a blog at present?

For their partner (twin) school / the partner school wants information [1]

For a partner / boyfriend = 0
For a partner project = 0
For a school project = 0

- (b) According to the speaker what **two** advantages does Facebook have?

(Keep in) contact with friends or people in Germany / (Keep in) contact with friends abroad OR people abroad / helps improve her English / making her English better [2]

Speak with friends = 0

Finding / Making friends from all over the world = 0

Improve her English by talking to others around the world = 0

Reference to speaking and talking = 0

Practise her English = 0

Part 2

1. Ich verbringe auch 2 bis 3 Stunden pro Tag am Computer – am Wochenende vielleicht noch mehr. Ich sehe mir DVDs gern an, sehe auch fern und spiele auch Strategiespiele. Chatrooms besuche ich nicht so oft, sie können gefährlich sein.

- (c) What does this speaker use the computer for? Write **two** details.

Watching DVDs / TV / strategy games / playing games [2]

Scanning DVDs = 0
Watching films = 0
Playing disks = 0

- (d) What is her opinion of chatrooms?

They can be dangerous / unsafe

[1]

She doesn't like them = 0
She doesn't go on them = 0
They are bad = 0

Part 3

4. Das Internet ist jetzt sehr wichtig aber ich glaube, wir werden isoliert.
3. In den letzten Jahren hat sich die Welt sehr geändert. Es gibt jetzt elektronische Bücher und man braucht nicht mehr in die Bank zu gehen. Für alte Leute ist das nicht so gut. Die Welt ist jetzt kleiner geworden. Meine Schwester wohnt in Australien und es ist jetzt sehr leicht, mit ihr in Kontakt zu bleiben.
4. Ein Nachteil ist aber, dass mein Computer nicht immer funktioniert.

- (e) What disadvantage is mentioned as a result of the internet?
Write **one** disadvantage.

People become isolated / alone

[1]

The world has become smaller = 0
People don't go out = 0
People don't see each other anymore = 0
Computer doesn't work = 0
Lonely = 0

- (f) What changes have come about because of the technology?
Write **one** detail.

Electronic / E books / don't need to go to the bank / the world has become smaller / on line banking

[1]

there are now technology books = 0
electric books = 0
banking = 0

- (g) What advantage does the computer have for the speaker's family?

Stay in contact with sister in Australia / abroad
(Reference to Sister and Australia OR abroad required)

Contact = 0
Contact distant relatives = 0
Family = 0

[1]

UNIT 1: LISTENING - SUMMER 2013

TAPESCRIPT

HIGHER TIER

- Q.1**
- (a) Ich trage jeden Tag Zeitungen aus.
 - (b) Ich habe keinen Job aber ich bekomme jede Woche €15. €10 von meinen Eltern und €5 von meiner Grossmutter.
 - (c) Jeden Samstag babysitte ich für meine Nachbarin. Ich finde es langweilig, aber ich will ein Handy kaufen und ich brauche das Geld.
 - (d) Ich habe eine Arbeit im Restaurant in der Küche.
- Q.2**
- (a) Wir haben in einer Jugendherberge gewohnt.
 - (b) Ich wohne in einem großen Reihnhaus. Leider haben wir keinen Garten.
 - (c) Ich helfe oft im Haushalt. Letzte Woche habe ich das Wohnzimmer geputzt.
 - (d) Nächste Woche werde ich neue Schlittschuhe kaufen.

Q.3 Part 1

Wir holen dich am Flughafen ab. Du kommst um 20.10 an. Wenn wir zu Hause ankommen, werden wir sofort essen. Wir müssen am nächsten Tag in die Schule gehen. Da kannst du im Englischunterricht helfen. Kannst du auch Sportkleidung mitbringen?

Part 2

Wir hoffen, du bleibst 2 Wochen bei uns.
Wir möchten einige Ausflüge machen und vielleicht meine Oma an der Nordseeküste besuchen. Was möchtest du in Deutschland machen?

Q.4 Part 1

1. Hast du neulich Tom gesehen?
2. Eigentlich nicht. Vor ein paar Wochen haben wir uns im Freizeitzentrum getroffen. Er hat gesagt, er würde jede Woche zum Fußballtraining kommen aber...

Part 2

1. Tom hat im Moment Probleme.
3. Wieso Probleme?
 1. Seine Schwester meint, er hat angefangen zu rauchen. Seitdem hat er keine Lust, Sport zu treiben.
 4. Ich dachte, er wollte später Sport studieren und ihm war die Gesundheit immer so wichtig.
 2. Er hat immer versucht, gesund zu essen und auf einer Party hat er nie Alkohol getrunken.
 3. Rauchen kann ich gar nicht leiden. Erstens ist es tödlich und zweitens stinkt es.

Q.5 Part 1

1. Was machst du nach der Schule, Julia?
2. Ich gehe zum Altersheim.
3. Zum Altersheim?
 2. Ja. Am Anfang habe ich meine Nachbarin besucht. Ich habe die älteren Leute dort kennengelernt und jetzt verbringe ich 2 Stunden jeden Mittwoch da.
 1. Was machst du da?
 2. Wir sprechen zusammen. Manchmal gehe ich für sie einkaufen. Ab und zu schreibe ich einen Brief. Es kommt darauf an.

Part 2

4. Anderen Leuten helfen, möchte ich auch. Ich weiß gar nicht, was ich hier in der Stadt machen könnte.
3. Du könntest Briefe schreiben, oder am Telefon für die Samariter arbeiten.
2. Du könntest Mitglied in einer Umweltgruppe sein. Letztes Jahr habe ich zu Weihnachten in einer Kantine gearbeitet, um den Obdachlosen etwas Warmes zu essen zu geben.

Part 3

4. Wirst du dieses Jahr im Dezember nochmal helfen?
2. Ja. Wenn du Lust hast, kannst du mitkommen.
4. Danke. Das mache ich. Ich bin gespannt, was meine Eltern dazu sagen. Mein Vater meint, wenn man arbeitet, soll man immer Geld bekommen.

Q.6 Part 1

1. Mein Bruder meint, ich verbringe zu viel Zeit am Computer.
2. Stimmt das denn?
 1. Vielleicht schon. Im Moment schreibe ich einen Blog für unsere Partnerschule. Ich bin oft Online, weil ich ein Profil bei Facebook habe. Es ist so wichtig, den Kontakt mit Freunden zu haben und es sind nicht nur Freunde hier in Deutschland, sondern auch Freunde aus aller Welt. Das hilft auch, mein Englisch zu verbessern.

Part 2

3. Ich verbringe auch 2 bis 3 Stunden pro Tag am Computer – am Wochenende vielleicht noch mehr. Ich sehe mir DVDs gern an, sehe auch fern und spiele auch Strategiespiele. Chatrooms besuche ich nicht so oft, sie können gefährlich sein.

Part 3

4. Das Internet ist jetzt sehr wichtig aber ich glaube, wir werden isoliert.
3. In den letzten Jahren hat sich die Welt sehr geändert. Es gibt jetzt elektronische Bücher und man braucht nicht mehr in die Bank zu gehen. Für alte Leute ist das nicht so gut. Die Welt ist jetzt kleiner geworden. Meine Schwester wohnt in Australien und es ist jetzt sehr leicht, mit ihr in Kontakt zu bleiben.
4. Ein Nachteil ist aber, dass mein Computer nicht immer funktioniert.

MARK SCHEME

READING 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 contain incorrect spelling in either English or Welsh but are understandable and unambiguous in their meaning will be credited with the marks available. However, no marks will be given for a misspelt word which is the same spelling as the spelling in German.

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.

It is important to avoid the following errors in marking.

- (a) Awarding more than the maximum mark per sub-section or task.
- (b) Forgetting that each task is worth **one** mark i.e. the maximum mark in the right hand margin should be the mark printed on the paper.
- (c) Confusion between the number of details required per question, especially when alternative answers are allowed.
- (d) Mathematical errors - incorrect addition and wrong transfer of total working mark to the front page.
- (e) Incorrect marking due to lack of appreciation of the marking scheme on specific points or due to ultimately believing that a wrong answer frequently given by candidates is correct!

UNIT 3 READING - SUMMER 2013

MARK SCHEME

FOUNDATION TIER

N.B. All possible answers will be discussed at the examiners' conference in the light of scripts that have been received

Q.1

(6 marks)

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

Q.2

(6 marks)

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

Q.3

(6 marks)

(i)	(ii)	(iii)	(iv)	(v)
Example	Nele	X	Moritz	Lars

(vi)	(vii)	(viii)	(ix)	(x)
X	Alina	X	Jennifer	Marvin

Q.4

(6 marks)

Correct answers:

(i)	(ii)	(v)	(vi)	(viii)	(x)
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Q.5**Section A****[5 marks]**

Correct answers:

(i)	(iv)	(v)	(viii)	(x)
-----	------	-----	--------	-----

Section B**[3 marks]**

One full mark per answer:

(i)	good beaches (plural form only) / best season(s) / time to surf / good (place) for surfing
(ii)	youth hostel
(iii)	they (really) liked / enjoyed it (so much) or (a lot) / (they had) (such) a good time / it was enjoyable / it was a good holiday

No mark:

(i)	go to the seaside = 0 good seaside = 0 good coast(line) = 0 good beach = 0 Wales has good beaches = 0 it has good waves = 0
(ii)	hostel = 0 hotel = 0 youth centre = 0
(iii)	It was good / nice = 0

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

(i)	4 months
(ii)	(By) (Through) Email
(iii)	(1 of) school day(s); combinations of subjects OR lessons / timetable of subjects / subjects you study / variety OR choice of subjects - reference must be made to subjects or lessons
(iv)	Came (too) quickly / soon OR went too fast / quickly / soon The end came too quickly / It's gone fast / it was too short / the time went by quickly

No mark:

(i)
(ii)
(iii) rooms / rooms were modern= 0 the timetable(s) = 0 subjects = 0 lesson variation = 0 different subjects = 0
(iv)

Section B

[4 marks]

Correct answers:

(ii)	(iv)	(vi)	(vii)
------	------	------	-------

MARK SCHEME

READING GENERAL PRINCIPLES

Foundation Total 40

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UNIT 3 READING - SUMMER 2013

MARK SCHEME

HIGHER TIER

N.B. All possible answers will be discussed at the examiners' conference in the light of scripts that have been received

Q.1

Section A

[5 marks]

Correct answers:

(i)	(iv)	(v)	(viii)	(x)
-----	------	-----	--------	-----

Section B

[3 marks]

One full mark per answer:

(i) good beaches (plural form only) / best season(s) / time to surf / good (place) for surfing
(ii) youth hostel
(iii) they (really) liked / enjoyed it (so much) or a lot / (they had) (such) a good time / it was enjoyable / it was a good holiday

No mark:

(i) go to the seaside = 0 good seaside = 0 good coast(line) = 0 good beach = 0 Wales has good beaches = 0 it has good waves = 0
(ii) hostel (0) hotel (0) youth centre = 0
(iii) It was good / nice (0)

Q.2

Section A

[4 marks]

(i) 4 months
(ii) (By) / (Through) Email
(iii) (1 of) school day(s) combinations of subjects OR lessons / timetable of subjects / subjects you study / variety OR choice of subjects – reference must be made to subjects or lessons
(iv) Came (too) quickly / soon OR went too fast / quickly / soon / the end came too quickly / it's gone fast / it was too short / time went by quickly

No mark:

(i)
(ii)
(iii) rooms / rooms were modern = 0 the timetable(s) = 0 subjects = 0 lesson variation = 0 different subjects = 0
(iv)

Section B

[4 marks]

Correct answers:

(ii)	(iv)	(vi)	(vii)
------	------	------	-------

Q.3

[12 marks]

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

1	Any 2 of: Protect / look after / help animals/ animal helper; training youth football clubs (teams) / teaching football to young people (must have reference to training, football and young people) / help / look after / care of old(er) / elderly people [2]
2	Any 1 of: difficult / hard; demanding / challenging / tiring [1]
3	Half a year / 6 months [1]
4	(Had seen) pictures / photos. (Had read) press reports / in newspaper(s) / Had heard about it in the press / Learned about it in the press / in the newspaper(s) / media + reference to reading / read about it [2]
5	In his (home) town / city / Hamburg [1]
6	Medical knowledge / training / he knew what medicine would help children / Learnt their language / learned the language of the people / children (Hindi) / learn(ed) Hindi / learned (to speak) Hindu / learned the Hindu language [2]
7	Drugs / medicine(s) / medication / medical supplies [1]
8	Had / suffered backache / bad back / back pain / problems with his back / hurt his back Reference must be made to back [1]
9	Misses (any of) home, family and friends, home town, country / (life in) Germany / Homesick / [1]

No mark:

1	Help young carers play football = 0 Teaching young people = 0 Train others in football = 0 Volunteers = 0 Voluntary work = 0
2	Stressful = 0
3	
4	No reference to television = 0 Read in a book = 0 News = 0 Media = 0
5	Children's hospital = 0 Local town = 0
6	He gave / distributed medicines / medication / tablets = 0 He helped them with his medical problems = 0 He gave them medical help = 0
7	tablets = 0 injections = 0 medical kits = 0
8	Was ill / unwell = 0 Injured his back = 0
9	

Q.4

[12 marks]

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

1	* Get too heavy / overweight * Suffer illness(es) / Always ill / Get ill / Not healthy / Unhealthy / Have health issues * Don't feel well / good. [2]
2	* Healthy. * It's good for you * Shouldn't eat too much. * Eat twice a week. [2]
3	* (More) peaceful. Quiet(er) / No noise * Air is clean(er) / better. * No traffic / cars / pollution / fumes * The traffic in the city centre * Fumes are horrible in the city centre [2]
4	* Now eats dairy products. * Eats fish sometimes. * Is more varied. * Used to be Vegan * Become a vegetarian [2]
5	* Has lost weight / Looks (quite) slim / thin / is slimmer / is thinner / is skinny * Blood pressure normal. * Full of energy / is energetic / has more energy [2]
6	* Doesn't eat much chocolate / (of it) * Should enjoy a bit (of what you like). * Burns (off) a lot of calories. * Does a lot of sport / activities * She deserves it after all the sport that she does [2]

No mark:

1	lazy = 0 tired = 0 inactive = 0 don't eat the correct food = 0
2	is not healthy = 0 important = 0 it's good = 0
3	more room (in park) = 0 it is clean(er) = 0 it's big = 0 not far from / near his house / home = 0
4	is a vegetarian = 0
5	eats healthier food = 0 reference to blood sugar = 0
6	Needs lots of calories for exercise = 0

UNIT 2 CONTROLLED ASSESSMENT SPEAKING MARK SCHEME

Structured Conversation

Marks	Communication and Content		Accuracy		Range of Language
10/9	<p>Candidates:</p> <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	<p>Candidates:</p> <ul style="list-style-type: none"> show a very good level of accuracy with few mistakes speak confidently with convincing pronunciation and intonation 	5	<p>Candidates:</p> <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	<p>Candidates:</p> <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	<p>Candidates:</p> <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	<p>Candidates:</p> <ul style="list-style-type: none"> show signs of a variety of structures, tenses and vocabulary sometimes attempt more complex sentences
6/5	<p>Candidates:</p> <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	<p>Candidates:</p> <ul style="list-style-type: none"> convey clear messages despite some errors use pronunciation that is more accurate than inaccurate 	3	<p>Candidates:</p> <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	<p>Candidates:</p> <ul style="list-style-type: none"> answer some open questions take part in a simple conversation interact in a limited way 	2	<p>Candidates:</p> <ul style="list-style-type: none"> make quite frequent errors attempt to pronounce words accurately 	2	<p>Candidates:</p> <ul style="list-style-type: none"> substitute words and phrases use limited vocabulary and repetition of words and phrases
2/1	<p>Candidates:</p> <ul style="list-style-type: none"> answer mostly closed questions convey minimal information 	1	<p>Candidates:</p> <ul style="list-style-type: none"> speak with many inaccuracies speak with pronunciation that is understandable 	1	<p>Candidates:</p> <ul style="list-style-type: none"> use mainly single words and short phrases
0	<p>Candidates:</p> <ul style="list-style-type: none"> do not communicate 	0	<p>Candidates:</p> <ul style="list-style-type: none"> have no evident knowledge of the language 	0	<p>Candidates:</p> <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

UNIT 4 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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