



GCSE MARKING SCHEME

SUMMER 2016

**GERMAN READING (FOUNDATION TIER)
4263/01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCSE GERMAN READING (FOUNDATION TIER)

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GENERAL PRINCIPLES

Foundation Total 40

Higher Total 40

All candidates will have attempted **either** the higher papers **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 per sub-section or task.
- (b) Forgetting that each task is worth **one** mark i.e. the maximum 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!

Q.1**[6 marks]**

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

Q.2**[6 marks]**

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

Q.3**[6 marks]**

(i)	(ii)	(iii)	(iv)	(v)
Example	Bettina	Tim	Bernd	X

(vi)	(vii)	(viii)	(ix)	(x)
x	Carla	x	Miranda	Gerrit

Q.4**[6 marks]**

Correct answers:

(i)	(iv)	(v)	(vii)	(viii)	(x)
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Q.5**Section A****[5 marks]**

Correct answers:

(iv)	(v)	(vii)	(ix)	(xi)
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Section B**[3 marks]**

Correct answers:

(i) Good idea (at that age) to understand money / what money means / what things are worth / any reference to learning to manage money (when she is older). (1)
(ii) Clothes / clothing. (1)
(iii) A holiday (with friends). (1)

No mark:

(i) Responsibility without reference to managing money
(ii) dresses
(iii) go out with friends, an outing, a trip

Q.6

Section A

[4 Marks]

Correct answers:

(i) She has many / lots of friends / she likes most subjects. (1)
(ii) In the autumn holidays (both autumn and holidays necessary) / October Half Term. (1)
(iii) Fluent. (1)
(iv) (She hopes) Angela (her English friend) will visit her / come to stay / that they will be able to do lots of things together. (1)

No mark:

(ii) do not accept holidays by itself
(iii) good / very good
(iv) if uses she/they without clearly referring to Angela

Section B

[4 marks]

Correct answers:

(iii)	(iv)	(v)	(vii)
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