



Cambridge IGCSE®

GERMAN

0525/04

Paper 4 Writing

For examination from 2020

MARK SCHEME

Maximum Mark: 50

Specimen

This document consists of **22** printed pages.

1 General Marking Principles**1.1 Crossing out:**

- If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

1.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

- there is an indication from the candidate that other material should be considered
- the candidate has continued their answer outside the space provided
- there is no answer in the space provided.

1.3 Annotation used in the Mark Scheme and/or Marking:

- tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
- BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

1.4 No response and '0' marks

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

1.5 Optional questions: you must mark all questions attempted by the candidate. Where a question has not been attempted then a NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, only the candidate's best result will be aggregated.

| Question | Answer | Marks |
|-------------------|---|-------|
| Question 1 | <p>Candidates are required to list 8 items in German. Read all of the items that the candidate has listed and award marks as follows:</p> <p>(i) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.</p> <p>(ii) On Question 1, reward marks for items wherever the candidate has written them.</p> <p>(iii) If the candidate offers more than one word per line, award a mark for each acceptable item.</p> <p>(iv) The pictures provided on the question paper are only suggestions.</p> <p>(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.</p> <p>(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.</p> <ul style="list-style-type: none"> • 'if in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer? • Look-alike test: does what the candidate has written look like the correct answer e.g. one letter missing but no other word created. • If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning). • Where letters are transposed, the word is likely to communicate (unless another word has been created). <p>(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.</p> <p>(viii) Refuse all nouns which are repeated and which do not have a separate meaning: <ul style="list-style-type: none"> • <i>Hose, kurze Hose</i>: award one mark to each item • <i>Kleine Hose, blaue Hose</i>: award one mark for the first <i>Hose</i> </p> <p>(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.</p> | |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|--|-------|------|------------|------|---------|-------|------|--------|--------|----|------|---------|-----|------|-----------|-------|-------|------|---------|------------|----------|------|---------|---------|----------|-------|------------|--------|--|----------|---|
| 1 | <p data-bbox="193 533 228 1937"><i>Sie wollen Mittagessen kochen. Was brauchen Sie? Machen Sie eine Liste auf Deutsch von 8 Dingen.</i></p> <table border="1" data-bbox="268 309 1045 1937"> <tbody> <tr><td>Äpfel</td><td>Käse</td></tr> <tr><td>Aufschnitt</td><td>Mehl</td></tr> <tr><td>Bananen</td><td>Milch</td></tr> <tr><td>Brot</td><td>Nudeln</td></tr> <tr><td>Butter</td><td>Öl</td></tr> <tr><td>Eier</td><td>Pfeffer</td></tr> <tr><td>Eis</td><td>Reis</td></tr> <tr><td>Erdbeeren</td><td>Sahne</td></tr> <tr><td>Fisch</td><td>Salz</td></tr> <tr><td>Fleisch</td><td>Schokolade</td></tr> <tr><td>Hähnchen</td><td>Senf</td></tr> <tr><td>Joghurt</td><td>Tomaten</td></tr> <tr><td>Karotten</td><td>Wurst</td></tr> <tr><td>Kartoffeln</td><td>Zucker</td></tr> <tr><td></td><td>Zwiebeln</td></tr> </tbody> </table> | Äpfel | Käse | Aufschnitt | Mehl | Bananen | Milch | Brot | Nudeln | Butter | Öl | Eier | Pfeffer | Eis | Reis | Erdbeeren | Sahne | Fisch | Salz | Fleisch | Schokolade | Hähnchen | Senf | Joghurt | Tomaten | Karotten | Wurst | Kartoffeln | Zucker | | Zwiebeln | 5 |
| Äpfel | Käse | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aufschnitt | Mehl | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bananen | Milch | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Brot | Nudeln | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Butter | Öl | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Eier | Pfeffer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Eis | Reis | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Erdbeeren | Sahne | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fisch | Salz | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fleisch | Schokolade | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hähnchen | Senf | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Joghurt | Tomaten | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Karotten | Wurst | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kartoffeln | Zucker | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Zwiebeln | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total for Question 1: 5 marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks |
|-------------------|--|-------|
| Question 2 | <p>Candidates are required to answer the question. Read the whole answer and award marks as follows.</p> <ul style="list-style-type: none">• Communication: award a mark out of 10, according to the instructions in 2.1.• Language: award a mark out of 5, according to the instructions in 2.2. | |

| Question | Answer | Marks |
|----------|--|-------|
| 2 | <p data-bbox="196 927 228 1939">Sie schreiben an eine Web-Site, um andere junge Leute kennenzulernen.</p> <p data-bbox="245 1279 277 1939">2.1: Award a mark out of 10 for Communication</p> <p data-bbox="317 398 381 1939">(i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer.</p> <p data-bbox="421 465 485 1939">(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the tasks must be covered to get the 10 communication marks:</p> <ul data-bbox="493 775 557 1879" style="list-style-type: none"> • <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9. • <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on). <p data-bbox="596 1099 628 1939">(iii) Add up the ticks to give a mark out of 10 for communication.</p> <p data-bbox="668 320 732 1939">(iv) For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling use 'rules' in Question 1: look alike, sound alike, etc.)</p> <p data-bbox="772 367 836 1939">(v) <u>LISTS</u> = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks</p> <ul data-bbox="844 501 908 1879" style="list-style-type: none"> • <i>Ich <u>habe</u> lange schwarze Haare, blaue Augen und einen kleinen Mund</i> = 1 mark (1 verb = a list of 3) • <i>ich <u>habe</u> lange, schwarze Haare (1), ich <u>bin</u> ganz klein (1), und ich <u>bin</u> hübsch (1)</i> = 3 marks (3 verbs). <p data-bbox="948 331 1011 1939">(vi) Only reward each piece of information once, e.g.: 'mein Haus ist super' cannot score both as description and reason for liking ('mein Haus ist super' and 'mein Garten ist super' can both be rewarded).</p> <p data-bbox="1051 1487 1083 1939">(vii) Do not penalise factual errors.</p> <p data-bbox="1123 600 1155 1939">(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.</p> | 15 |

| Question | Answer | | Marks |
|----------|--------|--|-------|
| | Tick | <p data-bbox="201 1727 252 1848">Accept</p> <p data-bbox="260 1167 331 1848">Sagen Sie wie Sie heißen und wie Sie aussehen As long as either given, consider task complete. REWARD: name = (max 1 mark); looks: any description about appearance/hair/height/size/etc.</p> <p data-bbox="419 353 592 1848">Sagen Sie, wo Sie wohnen und wie es da ist As long as either given, consider task complete REWARD: any description about where he/she lives: e.g. name of place, location, proximity to other towns, type of area (country/mountain region/by the sea/etc.), what the weather is like there, activities on offer in the area, opinions of the place, etc.</p> <p data-bbox="608 360 715 1848">Sagen Sie welche Hobbys und Interessen Sie haben REWARD: any detail about the hobbies/interests – what they are, where they are done, how often, with whom, opinions about them, reasons for doing them, etc.</p> <p data-bbox="730 331 943 1848">Sagen Sie was Sie in den nächsten Ferien machen werden und warum As long as either is given, consider the task to be complete. REWARD: any detail about plans for the next holiday: e.g. where, with whom, for how long, travel arrangements, accommodation, planned activities, etc., together with reasons given for these choices. ACCEPT: reason for holiday choice with or without use of <i>weil</i>. ACCEPT: use of suitable adjective as a form of reason.</p> | |

| Question | Answer | Marks |
|--|--|-------|
| 2.2: Award a mark out of 5 for Language | | |
| | Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see <i>Note on using mark schemes with grade descriptors</i> (last page of the mark scheme)). | |
| | Grade descriptors for Language (Question 2) | |
| 5 | Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy. | |
| 4 | Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed. | |
| 3 | Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning. | |
| 2 | A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. | |
| 1 | Disjointed words or short phrases, one or two of them accurate enough to be comprehensible. | |
| 0 | One or two disjointed words or short phrases may be recognisable. | |
| | *Consider the whole answer when awarding mark for language | |
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| Question | Answer | Marks | | | | | | |
|-------------------|--|----------------|---|---------------|--|----------------|--------------------------------|--|
| Question 3 | <p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> • Communication: award a mark out of 10, according to the instructions in 3.1 • Language: award a mark out of 8 for Verbs, according to the instructions in 3.2 award a mark out of 12 for Other linguistic features, according to the instructions in 3.3. <p>For question-specific guidance, see later in this mark scheme.</p> <p>3.1: Award a mark out of 10 for Communication</p> <p>(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.</p> <p>(ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point (in the body of the answer).</p> <table border="1" data-bbox="756 539 911 2103"> <tbody> <tr> <td data-bbox="756 1973 804 2103">2 ticks</td> <td data-bbox="756 539 804 1973">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="804 1973 852 2103">1 tick</td> <td data-bbox="804 539 852 1973">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="852 1973 900 2103">0 ticks</td> <td data-bbox="852 539 900 1973">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> | 2 ticks | Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated. | 1 tick | Communication of some meaning is achieved, but the message may be ambiguous or incomplete. | 0 ticks | Nothing of worth communicated. | |
| 2 ticks | Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated. | | | | | | | |
| 1 tick | Communication of some meaning is achieved, but the message may be ambiguous or incomplete. | | | | | | | |
| 0 ticks | Nothing of worth communicated. | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------|------|-----|---|-------|---|-------|---|-------|---|-------|---|-----|---|-----|---|-----|---|---------|---|--|
| 3.2: Award a mark out of 8 for accurate use of Verbs | | | | | | | | | | | | | | | | | | | | | | |
| When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. For question specific guidance, see later in this mark scheme. | | | | | | | | | | | | | | | | | | | | | | |
| (i) | Place a tick above the first occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below). | | | | | | | | | | | | | | | | | | | | | |
| (ii) | Place the tick so that it does not obscure any letters. | | | | | | | | | | | | | | | | | | | | | |
| (iii) | Convert the total number of ticks to a mark out of 8 using the Conversion table below. | | | | | | | | | | | | | | | | | | | | | |
| | Conversion table for accurate use of Verbs (Question 3) | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="655 1144 687 1592">Number of ticks</th> <th data-bbox="655 696 687 1144">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="710 1144 742 1592">18+</td> <td data-bbox="710 696 742 1144">8</td> </tr> <tr> <td data-bbox="764 1144 796 1592">16,17</td> <td data-bbox="764 696 796 1144">7</td> </tr> <tr> <td data-bbox="818 1144 850 1592">14,15</td> <td data-bbox="818 696 850 1144">6</td> </tr> <tr> <td data-bbox="873 1144 904 1592">12,13</td> <td data-bbox="873 696 904 1144">5</td> </tr> <tr> <td data-bbox="927 1144 959 1592">10,11</td> <td data-bbox="927 696 959 1144">4</td> </tr> <tr> <td data-bbox="981 1144 1013 1592">8,9</td> <td data-bbox="981 696 1013 1144">3</td> </tr> <tr> <td data-bbox="1035 1144 1067 1592">6,7</td> <td data-bbox="1035 696 1067 1144">2</td> </tr> <tr> <td data-bbox="1090 1144 1121 1592">4,5</td> <td data-bbox="1090 696 1121 1144">1</td> </tr> <tr> <td data-bbox="1144 1144 1176 1592">0,1,2,3</td> <td data-bbox="1144 696 1176 1144">0</td> </tr> </tbody> </table> | Number of ticks | Mark | 18+ | 8 | 16,17 | 7 | 14,15 | 6 | 12,13 | 5 | 10,11 | 4 | 8,9 | 3 | 6,7 | 2 | 4,5 | 1 | 0,1,2,3 | 0 | |
| Number of ticks | Mark | | | | | | | | | | | | | | | | | | | | | |
| 18+ | 8 | | | | | | | | | | | | | | | | | | | | | |
| 16,17 | 7 | | | | | | | | | | | | | | | | | | | | | |
| 14,15 | 6 | | | | | | | | | | | | | | | | | | | | | |
| 12,13 | 5 | | | | | | | | | | | | | | | | | | | | | |
| 10,11 | 4 | | | | | | | | | | | | | | | | | | | | | |
| 8,9 | 3 | | | | | | | | | | | | | | | | | | | | | |
| 6,7 | 2 | | | | | | | | | | | | | | | | | | | | | |
| 4,5 | 1 | | | | | | | | | | | | | | | | | | | | | |
| 0,1,2,3 | 0 | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks |
|---|---|---|
| <p>How to award ticks for accurate use of Verbs (Question 3):</p> | <ul style="list-style-type: none"> • Subject (= subject noun or pronoun including article or possessive) + any finite verb <ul style="list-style-type: none"> – Disregard adjectives, relative clauses, qualifiers and modifiers when looking at the ‘subject’ – both subject and verb must be correct for the verb to score a tick – Minor spelling errors in the subject will be tolerated – Capitalisation of nouns will be considered in <i>Other linguistic features</i> – ignore inaccuracies in the use of umlauts except where lack/addition of umlaut creates another word e.g. Accept: <i>wir müssen</i> (could not mean anything else), but do not accept <i>ich mochte</i> where <i>ich möchte</i> is required (word means something different) • verb must be in the appropriate tense to score a tick | |
| | <p>NB: exclude letter etiquette from verb ticks (<i>Hallo, Wie geht es dir?</i>) consider under <i>Other linguistic features</i>.</p> | |
| | <p>Do not award a verb tick where an accurate verb is used in a sentence that conveys no meaning.</p> | |
| | <p>Subject with verb</p> | |
| <p>Tick</p> | | |
| <p>Ich bin (✓)</p> | | |
| <p>Ich spiele (✓)</p> | <p>Ich spielt (<i>no tick</i>)</p> | <p>verb form must be correctly spelt</p> |
| <p>Der Mann kommt (✓)</p> | <p>Den Mann kommt (<i>no tick</i>)</p> | <p>subject must be correct</p> |
| <p>Ich bin gegangen (✓)</p> | <p>Ich habe gegangen (<i>no tick</i>)</p> | <p>insist on correct auxiliary</p> |
| | <p>With reflexive verbs</p> | |
| <p>Tick</p> | | |
| <p>Ich wasche mich (✓)</p> | <p>Ich wasche sich (<i>no tick</i>)</p> | <p>insist on correct reflexive pronoun</p> |
| | <p>Ich wasche mich das Auto (<i>no tick</i>)</p> | <p>‘waschen’ should not be used reflexively in this statement</p> |

| Question | Answer | | Marks |
|---|---|---|-------|
| With separable verbs | | | |
| Tick | No tick | Note | |
| Ich lege ein Foto bei (✓) | Ich beilege ein Foto (<i>no tick</i>) | separable prefix needs to be in the correct position for the verb to score | |
| Ich lege bei ein Foto (✓) | | Prefix does not need to be in the correct syntactic position for the verb to score. Consider word order in <i>Other linguistic features</i> | |
| Ich habe mitgemacht (✓) | Ich habe gemitmacht (<i>no tick</i>) | prefix needs to be separate where appropriate for the verb to score | |
| Word Order | | | |
| Tick | No tick | Note | |
| Ich bin <u>geflogen</u> gestern. (✓) | | Tolerate incorrect word order for compound tenses as long as communication is not impeded, (consider under <i>Other linguistic features</i>) | |
| Jeden Tag ich fahre mit dem Bus. (✓) | | Tolerate wrong word order when main verb is not in position 2 for verb tick | |
| Ich habe gesonnt mich (✓) | | Tolerate incorrect word order, consider under <i>Other linguistic features</i> | |
| Wenn das Wetter schön ist (✓), wir gehen immer in den Park. (✓) | | Tolerate wrong word order in sub-clauses for verb tick. Annotate for extra ling. features | |
| Wer bist du (?) (✓) | Wer du bist (?) (<i>no tick</i>) | inversion required with question word | |

| Question | Answer | | Marks |
|--|--|---|-------|
| Compound tenses | | | |
| Tick | No tick | Note | |
| Ich habe gekauft. (✓) | Ich hat gekauft. (<i>no tick</i>) | auxiliary must be correct | |
| Wir sind gefahren. (✓) | Wir haben gefahren. (<i>no tick</i>) | auxiliary must be correct | |
| Ich werde singen. (✓) | | future credited as compound tense, so no extra tick for infinitive | |
| Er würde ein neues Auto kaufen. (✓) | | conditional credited, so no extra tick for infinitive | |
| Wir werden mit dem Bus fahren. (✓) | | tick for compound tense | |
| Wir werden fahren mit dem Bus. (✓) | | Tolerate incorrect word order for compound tenses as long as communication is not impeded, (consider under <i>Other linguistic features</i>) | |
| Single auxiliary with multiple past participles | | | |
| Tick | No tick | Note | |
| Wir haben gesungen und getanzt (✓) (✓) | | Wir haben gesungen = tick 1; Wir haben getanzt = tick 2 | |
| Impersonal verbs | | | |
| Tick | No tick | Note | |
| Es ist lustig (✓) | | | |
| Es gibt (✓) | | | |
| Gibt es...? (✓) | | | |
| Es geht mir gut (✓) | | | |

| Question | Answer | Marks |
|--|-------------------------------------|--|
| Verbs with negative | | |
| Tick | No tick | Note |
| Sie spielen nicht (✓) | | tick is awarded for the correct verb and subject; the negative is considered for reward in <i>Other linguistic features</i> , hence credit for the verb is unaffected by any error in position of the negative |
| Sie nicht spielen (✓) | | |
| Correct verb within meaningless statement | | |
| Tick | No tick | Note |
| Der Tag war lang (✓) | Der Tag war klug (<i>no tick</i>) | do not reward a correct verb in a meaningless statement |
| Imperative | | |
| Tick | No tick | Note |
| Komm! (✓) | | |
| Kommen Sie bitte nicht! (✓) | | |
| Interrogative | | |
| Tick | No tick | Note |
| Du kommst? (✓) / Du kommst. (✓) | | question mark not required for mark to be awarded |
| Kommst du (?) (✓) | | inversion required with question word |
| Wer bist du (?) (✓) | Wer du bist (?) (<i>no tick</i>) | no inversion with question word, so no credit |

| Question | Answer | | Marks |
|---|----------------|--|---|
| Infinitive/Modal constructions | | | |
| Tick | No tick | Note | |
| Ich kann (✓) gut spielen (✓) | | | |
| Ich kannst (<i>no tick</i>) gut spielen (✓) | | incorrect verb form but correct infinitive | |
| Ich kann (✓) spielen (✓) gut | | tolerate infinitive in incorrect position | |
| Ich will (✓) spiele (<i>no tick</i>) | | incorrect spelling of infinitive | |
| Er hat versucht (✓) fit zu bleiben (✓) | | | |
| Er hat versucht (✓) fit bleiben (<i>no tick</i>) | | zu is omitted, hence infinitive cannot be credited | |
| Ich möchte (✓) zu studieren (<i>no tick</i>) | | zu is incorrectly added, hence infinitive cannot be credited | |
| Reward only the first occurrence of a verb, e.g. | | | |
| | | | <ul style="list-style-type: none"> • Ich mag (✓) Schwimmen. Ich mag (<i>no tick</i>) auch Tennis. • Ich mag (✓) Schwimmen. Ich mag (<i>no tick</i>) Tennis nicht. • Hier gibt es (✓) Berge und Flüsse. Es gibt auch (<i>no tick</i>) ... |
| However, | | | |
| | | | <ul style="list-style-type: none"> • Ich mag (✓) Schwimmen und mein Bruder mag (✓) Tennis – 2 different persons of the verb • Mein Bruder mag Schwimmen (✓) und meine Schwester mag (<i>no tick</i>) Tennis – both third person usage • Sie ist (✓) unglücklich, es ist (<i>no tick</i>) nicht gut – both third person usage |
| Register | | | |
| | | | <p>Reward Language if incorrect register (du) is used as long as this is consistently done. (But note that incorrect register will be penalised under Other Linguistic Features.)</p> <p>If candidates' register is inconsistent within the context, i.e. if they write an inappropriate mixture of <i>du</i> and <i>Sie</i> within the same context, go with the most frequently used and only tick those for Language (if otherwise correct).</p> |

| Question | Answer | Marks |
|---|--|-------|
| <p>3.3: Award a mark out of 12 for Other linguistic features</p> | <p>(i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see <i>Note on using mark schemes with Grade descriptors</i> (Appendix I)).</p> <p>(ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:</p> <ul style="list-style-type: none"> • Use of capital/lower-case letters in nouns and pronouns • Use of nouns (case agreement and use of determiners) • Use of prepositions, followed by case agreement • Adjectives (including comparatives and superlatives), possessives and demonstratives • Word order (inversion, verb position in relative/subordinate clauses, verb position in compound tenses, word order with direct/indirect objects, word order with separable and reflexive verbs and time/manner/place) • Subordinate clauses (use of <i>wenn, weil, dass, als, seit</i>, etc.) • Negatives (<i>nicht, nie, weder ... noch</i>, use of <i>kein</i>) • Linking words and conjunctions other than <i>und/aber</i> • Adverbs and adverbial phrases • Relative clauses, including use of relative pronouns • Object pronouns, direct and indirect • Appropriate use of register, letter etiquette. | |

| Question | Answer | Marks |
|--|--|-------|
| Grade descriptors for Other linguistic features (Question 3) | | |
| 11–12 | <ul style="list-style-type: none"> • Uses a wide range of structures effectively; produces longer, fluent sentences with ease. • Highly accurate at this level, though not necessarily faultless. • Makes effective use of a wide range of vocabulary fully appropriate to the task. | |
| 9–10 | <ul style="list-style-type: none"> • Attempts a range of structures with a good degree of success. • More complex language usually error-free. • Uses a variety of relevant vocabulary at this level. | |
| 7–8 | <ul style="list-style-type: none"> • In control of simple structures. Varied success with more complex structures. • Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted. • Has sufficient vocabulary to add some interest to the writing. | |
| 5–6 | <ul style="list-style-type: none"> • Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task. | |
| 3–4 | <ul style="list-style-type: none"> • Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary. | |
| 1–2 | <ul style="list-style-type: none"> • A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. | |
| 0 | <ul style="list-style-type: none"> • One or two disjointed words or short phrases may be recognisable. | |
| Total for Communication: 10 marks Total for Verbs: 8 marks Total for Other linguistic features: 12 marks Total for Question 3: 30 marks | | |

| Question | Answer | Marks | | | | | | |
|----------|---|-------|--------|------|-------|---|---|----|
| 3(a) | <p data-bbox="196 1346 228 1939">Question-specific guidance for Question 3</p> <p data-bbox="264 365 363 1939"><i>Ein Ausflug in die Berge. Letzte Woche haben Sie mit Ihrer Familie einen Ausflug in die Berge gemacht. Schreiben Sie einen Brief an einen Freund / eine Freundin in Deutschland.</i></p> <p data-bbox="403 853 435 1939">3.1: Award a mark out of 10 for Communication – see generic guidance above.</p> <table border="1" data-bbox="475 309 756 1939"> <thead> <tr> <th data-bbox="483 1839 528 1939">Tick</th> <th data-bbox="483 416 528 1839">Accept</th> <th data-bbox="483 309 528 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="528 1839 756 1939">1 ✓ ✓</td> <td data-bbox="528 416 756 1839"> <p data-bbox="539 1395 571 1827">What candidate did with family</p> <p data-bbox="611 1570 643 1827">Insist on past tense</p> <p data-bbox="647 1234 679 1827">Allow <i>wir</i> as subject with no mention of family</p> <p data-bbox="684 864 716 1827">Allow <i>ich</i> + activity with <i>mit</i> + reference to family/names of family members</p> <p data-bbox="721 723 753 1827">Allow <i>wir haben einen Ausflug in die Berge gemacht tc</i> (= tout court) for 'what we did'</p> </td> <td data-bbox="528 309 756 416">2</td> </tr> </tbody> </table> | Tick | Accept | Mark | 1 ✓ ✓ | <p data-bbox="539 1395 571 1827">What candidate did with family</p> <p data-bbox="611 1570 643 1827">Insist on past tense</p> <p data-bbox="647 1234 679 1827">Allow <i>wir</i> as subject with no mention of family</p> <p data-bbox="684 864 716 1827">Allow <i>ich</i> + activity with <i>mit</i> + reference to family/names of family members</p> <p data-bbox="721 723 753 1827">Allow <i>wir haben einen Ausflug in die Berge gemacht tc</i> (= tout court) for 'what we did'</p> | 2 | 30 |
| Tick | Accept | Mark | | | | | | |
| 1 ✓ ✓ | <p data-bbox="539 1395 571 1827">What candidate did with family</p> <p data-bbox="611 1570 643 1827">Insist on past tense</p> <p data-bbox="647 1234 679 1827">Allow <i>wir</i> as subject with no mention of family</p> <p data-bbox="684 864 716 1827">Allow <i>ich</i> + activity with <i>mit</i> + reference to family/names of family members</p> <p data-bbox="721 723 753 1827">Allow <i>wir haben einen Ausflug in die Berge gemacht tc</i> (= tout court) for 'what we did'</p> | 2 | | | | | | |

| Question | | Answer | | Marks |
|--|------|--|--|-------|
| 3(a) | Tick | Accept | | Mark |
| | 2✓✓ | Reason candidate does or does not like going to the mountains Insist on present tense Do not insist on <i>ich gehe gern/ich gehe nicht gern</i> . Reasons for likes/dislikes can be made clear with the use of adjectives that convey the meaning, e.g. <i>die Berge sind schön/das Wandern in der frischen Luft macht fit</i> , etc. | | 2 |
| | 3✓✓ | Whether candidate prefers outings with friend(s) or parent(s) Insist on preference being conveyed, e.g. <i>ich fahre lieber mit ... weg</i> or equivalent | | 2 |
| | 4✓✓ | Reason for candidate preferring outings with friend(s) or parent(s) Allow anything sensible. No need to insist on inclusion of <i>weil</i> . | | 2 |
| | 5✓✓ | What candidate would like to do (with family) next week Reward for communication <i>Nächste Woche möchte ich</i> + infinitive (do not insist on 'with family') Reward for communication the use of the future tense, e.g. <i>Wir werden nächste Woche in die Stadt gehen</i> . Allow a present tense verb + future time phrase (<i>nächste Woche</i>), e.g. <i>nächste Woche gehen wir in die Stadt</i> . Allow other appropriate phrases, such as <i>Nächste Woche haben wir vor ... zu</i> + infinitive/ <i>Nächste Woche planen wir ...</i> , etc. | | 2 |
| 3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above. | | | | |
| 3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above. | | | | |

| Question | Answer | | Marks | | | | | | | | | | | | | | | | | | |
|--|---|------|-------|--------|------|-------|---|---|-------|--|---|-------|--|---|-------|--|---|-------|---|---|----|
| 3(b) | <p data-bbox="196 835 231 1935">Sie versuchen fit zu werden. Schreiben Sie einen Artikel für die Schülerzeitung.</p> <p data-bbox="264 844 300 1935">3.1: Award a mark out of 10 for Communication – see generic guidance above.</p> <table border="1" data-bbox="336 309 1241 1935"> <thead> <tr> <th data-bbox="336 1839 386 1935">Tick</th> <th data-bbox="336 421 386 1839">Accept</th> <th data-bbox="336 309 386 421">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="386 1839 512 1935">1 ✓ ✓</td> <td data-bbox="386 421 512 1839"> <p data-bbox="400 1122 435 1823">Reasons why the candidate is attempting to get fit</p> <p data-bbox="469 1021 504 1823">Allow anything sensible. No need to insist on inclusion of <i>weil</i>.</p> </td> <td data-bbox="386 309 512 421">2</td> </tr> <tr> <td data-bbox="512 1839 667 1935">2 ✓ ✓</td> <td data-bbox="512 421 667 1839"> <p data-bbox="526 976 561 1823">The candidate describes a day when he/she did lots of sport.</p> <p data-bbox="595 1563 630 1823">Insist on past tense.</p> <p data-bbox="632 1509 667 1823">Allow anything sensible.</p> </td> <td data-bbox="512 309 667 421">2</td> </tr> <tr> <td data-bbox="667 1839 858 1935">3 ✓ ✓</td> <td data-bbox="667 421 858 1839"> <p data-bbox="681 1021 716 1823">What the candidate found difficult about this day of sport.</p> <p data-bbox="750 1563 785 1823">Insist on past tense.</p> <p data-bbox="786 450 858 1823">No need to insist on use of the word 'schwierig'. Other adjectives can convey the meaning. Descriptions of what happened may also convey the meaning.</p> </td> <td data-bbox="667 309 858 421">2</td> </tr> <tr> <td data-bbox="858 1839 984 1935">4 ✓ ✓</td> <td data-bbox="858 421 984 1839"> <p data-bbox="873 864 908 1823">Reason for what the candidate found difficult about this day of sport.</p> <p data-bbox="941 1021 976 1823">Allow anything sensible. No need to insist on inclusion of <i>weil</i>.</p> </td> <td data-bbox="858 309 984 421">2</td> </tr> <tr> <td data-bbox="984 1839 1241 1935">5 ✓ ✓</td> <td data-bbox="984 421 1241 1839"> <p data-bbox="999 824 1034 1823">What new sporting activities the candidate would like to do in the future</p> <p data-bbox="1067 987 1102 1823">Reward for communication: <i>In der Zukunft möchte ich + infinitive</i></p> <p data-bbox="1104 678 1139 1823">Reward for communication the use of the future, e.g. <i>In der Zukunft werde ich + infinitive</i></p> <p data-bbox="1141 667 1176 1823">Allow a present tense verb + future time phrase, e.g. <i>Nächsten Winter lerne ich skifahren.</i></p> <p data-bbox="1177 450 1241 1823">Allow other appropriate phrases, such as <i>In der Zukunft habe ich vor ... zu + infinitive/In der Zukunft plane ich ... etc.</i></p> </td> <td data-bbox="984 309 1241 421">2</td> </tr> </tbody> </table> | | Tick | Accept | Mark | 1 ✓ ✓ | <p data-bbox="400 1122 435 1823">Reasons why the candidate is attempting to get fit</p> <p data-bbox="469 1021 504 1823">Allow anything sensible. No need to insist on inclusion of <i>weil</i>.</p> | 2 | 2 ✓ ✓ | <p data-bbox="526 976 561 1823">The candidate describes a day when he/she did lots of sport.</p> <p data-bbox="595 1563 630 1823">Insist on past tense.</p> <p data-bbox="632 1509 667 1823">Allow anything sensible.</p> | 2 | 3 ✓ ✓ | <p data-bbox="681 1021 716 1823">What the candidate found difficult about this day of sport.</p> <p data-bbox="750 1563 785 1823">Insist on past tense.</p> <p data-bbox="786 450 858 1823">No need to insist on use of the word 'schwierig'. Other adjectives can convey the meaning. Descriptions of what happened may also convey the meaning.</p> | 2 | 4 ✓ ✓ | <p data-bbox="873 864 908 1823">Reason for what the candidate found difficult about this day of sport.</p> <p data-bbox="941 1021 976 1823">Allow anything sensible. No need to insist on inclusion of <i>weil</i>.</p> | 2 | 5 ✓ ✓ | <p data-bbox="999 824 1034 1823">What new sporting activities the candidate would like to do in the future</p> <p data-bbox="1067 987 1102 1823">Reward for communication: <i>In der Zukunft möchte ich + infinitive</i></p> <p data-bbox="1104 678 1139 1823">Reward for communication the use of the future, e.g. <i>In der Zukunft werde ich + infinitive</i></p> <p data-bbox="1141 667 1176 1823">Allow a present tense verb + future time phrase, e.g. <i>Nächsten Winter lerne ich skifahren.</i></p> <p data-bbox="1177 450 1241 1823">Allow other appropriate phrases, such as <i>In der Zukunft habe ich vor ... zu + infinitive/In der Zukunft plane ich ... etc.</i></p> | 2 | 30 |
| Tick | Accept | Mark | | | | | | | | | | | | | | | | | | | |
| 1 ✓ ✓ | <p data-bbox="400 1122 435 1823">Reasons why the candidate is attempting to get fit</p> <p data-bbox="469 1021 504 1823">Allow anything sensible. No need to insist on inclusion of <i>weil</i>.</p> | 2 | | | | | | | | | | | | | | | | | | | |
| 2 ✓ ✓ | <p data-bbox="526 976 561 1823">The candidate describes a day when he/she did lots of sport.</p> <p data-bbox="595 1563 630 1823">Insist on past tense.</p> <p data-bbox="632 1509 667 1823">Allow anything sensible.</p> | 2 | | | | | | | | | | | | | | | | | | | |
| 3 ✓ ✓ | <p data-bbox="681 1021 716 1823">What the candidate found difficult about this day of sport.</p> <p data-bbox="750 1563 785 1823">Insist on past tense.</p> <p data-bbox="786 450 858 1823">No need to insist on use of the word 'schwierig'. Other adjectives can convey the meaning. Descriptions of what happened may also convey the meaning.</p> | 2 | | | | | | | | | | | | | | | | | | | |
| 4 ✓ ✓ | <p data-bbox="873 864 908 1823">Reason for what the candidate found difficult about this day of sport.</p> <p data-bbox="941 1021 976 1823">Allow anything sensible. No need to insist on inclusion of <i>weil</i>.</p> | 2 | | | | | | | | | | | | | | | | | | | |
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| 3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above. | | | | | | | | | | | | | | | | | | | | | |
| 3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above. | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | | Marks |
|----------|--|---|-------|
| 3(c) | <p>„An einem warmen Sommertag habe ich mit meinen Eltern im Garten gearbeitet. Als ich einen Baum pflanzen wollte, sah ich etwas Goldenes. Es war ein wunderschöner Ring...“</p> <p>3.1: Award a mark out of 10 for Communication – see generic guidance above.</p> | | 30 |
| | Tick | Accept | Mark |
| | 1 ✓ ✓ | <p>Reaction to finding the ring Expect opinions/emotions Do not insist on past tenses. Allow appropriate use of the present tense, e.g. <i>Ich bin sehr froh dass ich jetzt den Ring habe.</i></p> | 2 |
| | 2 ✓ ✓ | <p>What the candidate did with the ring Award communication mark for statements in past tense describing what the candidate did with the ring</p> | 2 |
| | 3 ✓ ✓ | <p>Reasons for what the candidate did with the ring Award communication mark for any appropriate reason, explaining why the candidate did what he/she did with the ring</p> | 2 |
| | 4 ✓ ✓ | <p>What the candidate did later Award communication mark for statements in past tense, describing what the candidate did later</p> | 2 |
| | 5 ✓ ✓ | <p>Fifth communication mark to be awarded flexibly for extra detail relating to any of first four bullet points in the question.</p> | 2 |
| | <p>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</p> <p>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</p> | | |

Appendix I**Note on using mark schemes with Grade descriptors**

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a 'best fit' approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

For example, when marking Question 3 you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, use the following guidance:

- If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

Note on irrelevant material

In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. This is extremely rare.

A genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your team leader.