

Mark Scheme (Results)

Summer 2008

GCSE

GCSE German (1231/4H)

Overlap questions (Foundation -Question 4/Higher - Question 1)

Marks are awarded for **Communication and Content** as well as for **Knowledge and Application** and **Accuracy of Language**. Please refer to the following grids:

Question 1a - SCHOOL EXCHANGE

Candidates write a reply to the letter responding to the four bullet points.

Bullet point	Expect
where your school is and how you get there	Two straightforward sentences: Meine Schule liegt vier Kilometer von meinem Haus. Ich fahre / Wir fahren mit dem Bus dahin.
your opinion of your school	Meine Schule ist fantastisch. Better candidates will take the opportunity to expand the opinion: Meiner Meinung nach ist meine Schule in Ordnung, weil die Lehrer alle sehr freundlich sind.
what you did at school last week	An opportunity to produce the past tense: Letzte Woche haben wir Prüfungen gehabt. Wir hatten letzte Woche eine Klassenfahrt. Time indicator necessary for full communication.
your plans for next weekend	An opportunity to produce the future tense or future intent: Am Wochenende bleiben wir zu Hause. Wir werden nächstes Wochenende nach Alton Towers fahren. Time indicator necessary for full communication.

Question 2b - WHERE YOU LIVE

Candidates write a report about their local area or home town responding to the four bullet points.

Bullet point	Expect
a short description of your local area	A straightforward description: Ich wohne in einem ruhigen Vorort von Birmingham.
why you enjoy living there	An opportunity for opinion: Wir haben ein gutes Kino. Better candidates will take the opportunity to expand the opinion: Ich wohne gern hier, weil es viele kleine Geschäfte in der Nähe gibt. Accept a negative opinion.
what you have done there recently	An opportunity to produce the past tense: Letzten Monat habe ich ein großes Straßenfest organisiert. Time indicator necessary for full communication.
how you will use the prize money	An opportunity to produce the future tense or future intent: Mit dem Geld werde ich Pflanzen für den Garten kaufen. Money should be mentioned for full communication.

Mark	Communication and Content
9-10	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Time sequence/verb tenses clear with no ambiguity. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
7-8	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. Time sequence/verb tenses generally sound with occasional lapses. Coherent with some lapses. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or alternatively, somewhat over ambitious.
5-6	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for factual/imaginative tasks. Appropriate use of verb tenses with some lapses, sometimes leading to ambiguity. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places especially if more ambitious language is attempted.
3-4	Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and /or irrelevance, repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Some attempt at verb tenses but inconsistent and unreliable/insecure leading to ambiguity. Just about comprehensible overall. Is not easy to read.

1-2	Little relevant information conveyed. Much ambiguity and omission. Task generally misunderstood. Substantial degree of irrelevance and incoherence. Time indications/verb tenses required by the task are absent or unreliable. Except for isolated items would not be comprehensible to a native speaker.
0	No relevant communication.

Mark	Knowledge and Application of Language
5	Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description eg expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives, range of tenses although there may be the occasional lapse. Clear ability to manipulate language to suit purpose.
4	Evidence of a range of vocabulary and structures appropriate to narrative and description, eg: - expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: subordinate clauses, pronouns, adverbial or other phrases, range of tenses, although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.
3	Vocabulary and structures adequate to task. Language appropriate for purpose, there may be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses/simple linking. Evidence of correct formation of tenses with some lapses. Although there will be prelearned, set phrases and attempts to manipulate the language, this may be only partially successful.
2	Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs/tenses though frequent lapses. Prelearned, set phrases predominate and there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjective or adverbial phrases though these are likely to be only partially successful. There may be some simple subordination.
1	Very limited language. Frequent use of mother-tongue or non-target language words greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures eg. the formation and use of tenses. There may be the occasional almost correct phrase or short sentence but this will be pre-learned or stereotyped.
0	No language worthy of credit.

Mark	Accuracy of Language
5	High level of accuracy though not necessarily faultless. Spellings, genders, agreements, verb forms generally mastered with the odd slip. Secure when using more complex language but again there may be minor errors.
4	Generally accurate in straightforward language, most verb forms correct, secure in genders and agreements but the odd lapse. Spellings mostly accurate. Accuracy can be more variable when more complex structures are attempted.
3	Fairly accurate in simple language. Some lapses in spellings and genders and verb endings. Inconsistency in verb forms but more correct than incorrect. Spellings of common words generally accurate. About half of what is written should be free of major errors, inaccuracy increases if attempts more complex structures. Despite error the message is communicated.
2	Many basic errors but main points communicated. Some correct phrases but frequent misspellings, inaccurate genders, incorrect verb endings.
1	Frequent basic errors and inaccuracies prevent communication. Isolate examples of correct language. Spellings and genders very weak. Little or no evidence of correct verb formation.
0	No language worthy of credit.

• Question • Number	• Answer	• Mark
• 2(a)	<ul style="list-style-type: none"> • Candidates write a response to Marianne's e-mail about pocket money, using the bullet points to structure the essay. • • <u>wie du dein Taschengeld bekommst</u> • An opportunity for straightforward description which may include something like: • Ich trage Zeitungen aus. • Ich helfe im Haushalt und verdiene £15 pro Woche. • • <u>was du letzte Woche mit deinem Taschengeld gemacht hast</u> • An opportunity to produce the past tense: • Letzte Woche habe ich alles gespart, weil ich neue Klamotten kaufen will. • • <u>wie du nächste Woche mehr Geld bekommen wirst</u> • An opportunity to produce the future tense or future intent: • Nächste Woche werde ich Autos waschen. • • <u>warum Taschengeld wichtig für junge Leute ist</u> • An opportunity to give opinion and justification at a higher level: • Meiner Meinung nach brauchen junge Leute Taschengeld, weil sie dann Verantwortung haben. 	• (30)

	<ul style="list-style-type: none"> • • <u>deine Meinung über Mariannes Situation</u> • Ich finde deine Eltern unfair. • Deine Eltern sind sehr dumm. • • <u>was Marianne machen soll</u> • A suggestion to help: • Vielleicht solltest du mit deinen Großeltern sprechen. • Am besten suchst du einen Job. • Du könntest im Haushalt helfen. 	
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<ul style="list-style-type: none"> • Question • Number 	<ul style="list-style-type: none"> • Answer 	<ul style="list-style-type: none"> • Mark
<ul style="list-style-type: none"> • 2(b) 	<ul style="list-style-type: none"> • This is a less structured essay. Candidates are expected to write an account of their life past and present and to describe their future plans. Three bullet points are given, all of which must be covered for the essay to access the full mark range. However, candidates may expand on one of the points more fully than the others. • • <u>wie dein Leben als junges Kind war</u> • An opportunity to produce the past tense: • Ich habe früher auf dem Lande gewohnt. • Mein Leben als junges Kind war sehr deprimierend. • • <u>deine Meinungen über die Teenager-Jahre</u> • An opportunity to give opinion and to use the present tense: • Ich finde das Leben als Teenager sehr schwierig. • Meine Eltern sind sehr streng. • • Accept both general comments about being a teenager and specific reference to the candidate's own situation. • • <u>deine Pläne für die Zukunft</u> • An opportunity to produce the future tense or future intent: • Wenn ich älter bin, möchte ich heiraten und viele Kinder haben. • Nach meiner Schulzeit werde ich sofort einen Job suchen. 	<ul style="list-style-type: none"> • (30)

Mark	Communication and Content
13-15	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Time sequence/verb tenses clear with no ambiguity. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
10-12	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. Time sequence/verb tenses generally sound with occasional lapses. Coherent with some lapses. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or alternatively, somewhat over ambitious.
7-9	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for factual/imaginative tasks. Appropriate use of verb tenses with some lapses, sometimes leading to ambiguity. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places especially if more ambitious language is attempted.
4-6	Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and /or irrelevance, repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Some attempt at verb tenses but inconsistent and unreliable/insecure leading to ambiguity. Just about comprehensible overall. Is not easy to read.
1-3	Little relevant information conveyed. Much ambiguity and omission. Task generally misunderstood. Substantial degree of irrelevance and incoherence. Time indications/verb tenses required by the task are absent or unreliable. Except for isolated items would not be comprehensible to a native speaker.
0	No relevant communication.

Mark	Knowledge and Application of Language
9-10	Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description eg expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives, range of tenses although there may be the occasional lapse. Clear ability to manipulate language to suit purpose.
7-8	Evidence of a range of vocabulary and structures appropriate to narrative and description, eg: - expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: subordinate clauses, pronouns, adverbial or other phrases, range of tenses, although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.
5-6	Vocabulary and structures adequate to task. Language appropriate for purpose, there may be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses/simple linking. Evidence of correct formation of tenses with some lapses. Although there will be prelearned, set phrases and attempts to manipulate the language, this may be only partially successful.
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1-2	Very limited language. Frequent use of mother-tongue or non-target language words greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures eg. the formation and use of tenses. There may be the occasional almost correct phrase or short sentence but this will be pre-learned or stereotyped.
0	No language worthy of credit.

Mark	Accuracy of Language
5	High level of accuracy though not necessarily faultless. Spellings, genders, agreements, verb forms generally mastered with the odd slip. Secure when using more complex language but again there may be minor errors.
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