



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education (9–1)

GERMAN

7159/42

Paper 4 Writing

May/June 2019

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **31** printed pages.

1 Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

2 General Marking Principles**2.1 Crossing out:**

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

2.2 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:

(a)	there is an indication from the candidate that other material should be considered.
(b)	the candidate has continued their answer outside the space provided.
(c)	there is no answer in the space provided.

2.3 Annotation used in the Mark Scheme:

(a)	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
(b)	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.

2.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

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.

2.5 Optional questions: You must mark all questions attempted by the candidate. Where a question has not been attempted then 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, RM Assessor will automatically only aggregate the candidate's best result.

3 Detailed Mark scheme

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, award 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> <p style="padding-left: 20px;">‘If in doubt, sound it out’: if you read what the candidate has written, does it sound like the correct answer?</p> <p style="padding-left: 20px;">Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.</p> <p style="padding-left: 20px;">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).</p> <p style="padding-left: 20px;">Where letters are transposed, the word is likely to communicate (unless another word has been created).</p> <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:</p> <p style="padding-left: 20px;"><i>Hose, kurze Hose</i>: award one mark to each item</p> <p style="padding-left: 20px;"><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>Die Wettervorhersage.</p> <p>Wie ist das Wetter? Machen Sie eine Liste von 8 Möglichkeiten <u>auf Deutsch</u>.</p> <p><u>The following are examples. Accept any appropriate weather types which the candidate might choose, whether verb, noun or adjective. If in doubt refer back to p10 (vi).</u></p> <table border="1" data-bbox="331 456 1944 1385"> <thead> <tr> <th data-bbox="331 456 815 523">ACCEPT</th> <th data-bbox="815 456 1153 523"></th> <th data-bbox="1153 456 1608 523">REFUSE</th> <th data-bbox="1608 456 1944 523"></th> </tr> </thead> <tbody> <tr> <td data-bbox="331 523 815 791">donnert/blitz/Donner/donner/ Blitz/blitz/donnern/blitzen/ gedonnert/geblitzt</td> <td data-bbox="815 523 1153 791">Note: sehr/viel/nicht can be used once to give an opposite meaning (eg allow kalt, heiss, nicht kalt 3 ticks but if nicht heiss is added, no further tick)</td> <td data-bbox="1153 523 1608 791">neblig, <i>this is the example so cannot be credited</i></td> <td data-bbox="1608 523 1944 791"></td> </tr> <tr> <td data-bbox="331 791 815 858">heiß/heiss/heisser</td> <td data-bbox="815 791 1153 858"></td> <td data-bbox="1153 791 1608 858">heisse/heissen/heisst</td> <td data-bbox="1608 791 1944 858"></td> </tr> <tr> <td data-bbox="331 858 815 925">Gewitter</td> <td data-bbox="815 858 1153 925"></td> <td data-bbox="1153 858 1608 925">Himmel</td> <td data-bbox="1608 858 1944 925"></td> </tr> <tr> <td data-bbox="331 925 815 1024">kalt allow: kald/calt/cald</td> <td data-bbox="815 925 1153 1024"></td> <td data-bbox="1153 925 1608 1024">Sommer/Winter</td> <td data-bbox="1608 925 1944 1024"></td> </tr> <tr> <td data-bbox="331 1024 815 1123">regnerisch/Regen/regnet/geregnet/ regnen/regnit</td> <td data-bbox="815 1024 1153 1123"></td> <td data-bbox="1153 1024 1608 1123">dunkel/hell</td> <td data-bbox="1608 1024 1944 1123"></td> </tr> <tr> <td data-bbox="331 1123 815 1190">Schnee/schneit/geschneit</td> <td data-bbox="815 1123 1153 1190"></td> <td data-bbox="1153 1123 1608 1190">heilig</td> <td data-bbox="1608 1123 1944 1190"></td> </tr> <tr> <td data-bbox="331 1190 815 1289">stürmisch allow :Storm, stormisch</td> <td data-bbox="815 1190 1153 1289"></td> <td data-bbox="1153 1190 1608 1289">Baum</td> <td data-bbox="1608 1190 1944 1289"></td> </tr> <tr> <td data-bbox="331 1289 815 1385">wolzig allow : volkig</td> <td data-bbox="815 1289 1153 1385"></td> <td data-bbox="1153 1289 1608 1385">Fieber</td> <td data-bbox="1608 1289 1944 1385"></td> </tr> </tbody> </table>		ACCEPT		REFUSE		donnert/blitz/Donner/donner/ Blitz/blitz/donnern/blitzen/ gedonnert/geblitzt	Note: sehr/viel/nicht can be used once to give an opposite meaning (eg allow kalt, heiss, nicht kalt 3 ticks but if nicht heiss is added, no further tick)	neblig, <i>this is the example so cannot be credited</i>		heiß/heiss/heisser		heisse/heissen/heisst		Gewitter		Himmel		kalt allow: kald/calt/cald		Sommer/Winter		regnerisch/Regen/regnet/geregnet/ regnen/regnit		dunkel/hell		Schnee/schneit/geschneit		heilig		stürmisch allow :Storm, stormisch		Baum		wolzig allow : volkig		Fieber		5
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Question	Answer				Marks
1	ACCEPT		REFUSE		
	windig/Wind/Windsturm allow : vindig				
	warm, schön		schon (no umlaut changes meaning)		
	gut/nicht gut/sehr gut				
	trocken				
	Nass (accept nas)		Nase		
	schlecht/schrecklich				
	Eiskalt/eisig/Eis allow : eissig/Eiss				
	bedeckt				
	normal				
	grau				
	kühl				
	sonnig/Sonne/Sonnenschein/ die Sonne scheint allow : sonnen		scheint (on its own)/es scheint/die Sonne schneit		

Question	Answer				Marks
1	ACCEPT		REFUSE		
	opinions about weather e.g. fantastisch/cool/toll				
	frostig/Frost				
	Total for Question 1: 5 marks				

Question	Answer	Marks
<p>Question 2</p> <p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <p>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.</p>		
2	<p><i>Sie beschreiben die Ferien</i></p> <p><u>2.1: Award a mark out of 10 for Communication</u></p> <p>(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point in the body of the answer.</p> <p>(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: <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> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling use ‘rules’ in Question 1: look alike, sound alike, etc.)</p> <p>(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 Ich <u>habe</u> lange schwarze Haare, blaue Augen und einen kleinen Mund = 1 mark (1 verb = a list of 3) ich <u>habe</u> lange, schwarze Haare (1), ich <u>bin</u> ganz klein (1), und ich <u>sehe</u> hübsch aus (1) = 3 marks (3 verbs).</p> <p>(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>(vii) Do not penalise factual errors.</p> <p>(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
2	Tick	Accept	
	✓1	<p>Sagen Sie, wie Sie die Ferien normalerweise finden. for this task, to gain Communication marks, attempts at present tense required (infinitive accepted) REWARD: any opinions about the holidays, what they are usually like, why they are good, etc.</p>	
	✓2	<p>Sagen Sie, was Sie in den Ferien gern mit Freunden machen. for this task, to gain Communication marks, attempts at present tense required (infinitive accepted) REWARD: any activities candidate does/likes doing with friends in the holidays. Some reference to friends is required (e.g. Freunde, wir) details about the activities and reasons for choices/opinions</p>	
	✓3	<p>Sagen Sie, was Sie in den Ferien zu Hause machen müssen. REWARD: any detail about activities the candidate is obliged to do at home, e.g. household/garden chores, projects/decorating, homework, music practice etc (including where they are done, how often, opinions about them, reasons for doing them, etc). No need to insist on use of obligation language (müssen) in this instance, allow Communication ticks for lists of infinitive activities after modal verbs e.g. Ich muss mein Zimmer putzen, im Garten arbeiten und kochen.</p>	

Question	Answer		Marks
2	Tick	Accept	
	✓4	<p>Sagen Sie, was für Pläne Sie für die nächsten Ferien haben und warum. As long as either is given, consider the task to be complete.</p> <p>ACCEPT: use of present tense verbs to express future intent reason for choices with or without use of <i>weil</i> use of suitable adjective as a form of reason</p> <p>REWARD: any detail about plans for the next holidays reasons given for these choices in this instance, allow Communication ticks for lists of infinitive activities after modal verbs e.g. Ich möchte neue Kultur kennenlernen, die Sehenswürdigkeiten sehen und Pizza essen.</p>	

Question	Answer	Marks												
2	<p><u>2.2: Award a mark out of 5 for Language</u></p> <p>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 mark scheme)).</p> <p>If answer is completely off topic, e.g. candidate wrote about their holidays, no Language marks can be awarded.</p> <p>If candidate misunderstood the questions but answered broadly within the topic, e.g. wrote about themselves, their own job, likes, dislikes etc., do not award for Communication but do award for Language.</p> <p>Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="327 587 1946 1254"> <tbody> <tr> <td data-bbox="327 587 443 754">5</td> <td data-bbox="443 587 1946 754">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.</td> </tr> <tr> <td data-bbox="327 754 443 890">4</td> <td data-bbox="443 754 1946 890">Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td data-bbox="327 890 443 1026">3</td> <td data-bbox="443 890 1946 1026">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.</td> </tr> <tr> <td data-bbox="327 1026 443 1121">2</td> <td data-bbox="443 1026 1946 1121">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="327 1121 443 1193">1</td> <td data-bbox="443 1121 1946 1193">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="327 1193 443 1254">0</td> <td data-bbox="443 1193 1946 1254">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> <p>*Consider the whole answer when awarding mark for language</p> <p style="text-align: right;">Total for Communication: 10 marks Total for Language: 5 marks Total for Question 2: 15 marks</p>	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.	
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.													

Question	Answer	Marks
Question 3		
Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:		
<p>Communication: award a mark out of 10, according to the instructions in 3.1.</p> <p>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.		
<u>3.1: Award a mark out of 10 for Communication</u>		
(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.		
(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).		
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.	
*in the appropriate time frame		
**irrespective of time frame, attempt at an appropriate verb is made, verb may be incorrect but recognisable		
(iii) Add up the ticks to give a mark out of 10 for Communication.		
Please refer to Appendix II for generic guidance on awarding ticks for Communication.		

Question	Answer	Marks
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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)

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
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How to award ticks for accurate use of Verbs (Question 3):

both subject and verb must be correct for the verb to score a tick

- **Subject (=subject noun or pronoun including article or possessive) + any finite verb**
- Disregard adjectives, relative clauses, qualifiers and modifiers when looking at the 'subject'
- Minor spelling errors in the subject will be tolerated
- Capitalisation of nouns will be considered under *Other linguistic features*
- **Ignore inaccuracies in the use of umlauts except where lack/addition of umlaut creates another word e.g. Accept: *wir müssen* (could not mean anything else), but do not accept *ich mochte* where *ich möchte* is required (word means something different).**

verb must be in the appropriate tense to score a tick (see session-specific tables on tenses)

Note: exclude letter etiquette from verb ticks (*Hallo, Wie geht es dir?*) consider under OLF.

Do not award a verb tick where an accurate verb form is used in a sentence that conveys no meaning.

Subject with verb

Tick	No tick	Note
Ich bin (✓)		
Ich spiele (✓)	Ich spielt (<i>no tick</i>)	verb form must be correctly spelt
Der Mann kommt (✓)	Den Mann kommt (<i>no tick</i>)	subject must be correct
Ich bin gegangen (✓)	Ich habe gegangen (<i>no tick</i>)	insist on correct auxiliary

With reflexive verbs

Tick	No tick	Note
Ich wasche mich (✓)	Ich wasche sich (<i>no tick</i>)	insist on correct reflexive pronoun
	Ich wasche mich das Auto (<i>no tick</i>)	'waschen' should not be used reflexively in this statement

Question	Answer		Marks
With separable verbs			
	Tick	No tick	Note
Ich lege ein Foto bei (✓)		Ich beilege ein Foto (no tick)	prefix needs to be separated where appropriate 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 OLF.
Ich habe mitgemacht (✓)		Ich habe gemitmacht (no tick)	prefix needs to be separated 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 OLF
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 (?) (no tick)	inversion required with question word

Question	Answer	Marks
Compound tenses		
Tick	No tick	Note
Ich habe gekauft (✓)	Ich hat gekauft. (no tick)	auxiliary must be correct
Wir sind gefahren. (✓)	Wir haben gefahren. (no tick)	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. (✓)		1 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
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 'Other linguistic features', hence credit for the verb is unaffected by any error in position of the negative
Sie nicht spielen (✓)		

Question	Answer		Marks
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	
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, Consider word order in <i>Other linguistic features</i>	
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	

Question	Answer	Marks
	<p>Reward only the first occurrence of a verb, e.g. 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>) ...</p> <p>However, 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</p> <p>Register</p> <p>Reward Language if incorrect register (<i>du</i>) is used as long as this is consistently done. (But note that incorrect register will be penalised under Other Linguistic Features.) 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><u>3.3: Award a mark out of 12 for Other linguistic features</u></p> <p>(i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see Note on using mark schemes with Grade descriptors (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	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	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	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	Attempts more than basic structures. On balance, the work is more accurate than inaccurate. Straightforward vocabulary relevant to the task.	
3–4	Reliant on basic structures. Some examples of correct language. Meaning usually conveyed. Basic vocabulary.	
1–2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.	
0	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-specific Guidance for Question 3

Question	Answer	Marks															
3(a)	<p>Sie mussten letzte Woche viel im Haushalt helfen. Sie schreiben eine E-Mail an Ihren Freund/an Ihre Freundin, um zu beschreiben was passiert ist.</p> <p><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="327 453 1948 1257"> <thead> <tr> <th data-bbox="327 453 443 520">Tick</th> <th data-bbox="443 453 1832 520">Accept</th> <th data-bbox="1832 453 1948 520">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="327 520 443 719">✓✓1</td> <td data-bbox="443 520 1832 719"> <p>Erklären Sie, warum Sie letzte Woche viel im Haushalt helfen mussten. For 2 Comm ticks insist on past tense. Allow any explanation/reason/opinion as to why candidate had to help lots in the house last week. Allow description of the situation. Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p> </td> <td data-bbox="1832 520 1948 719">2</td> </tr> <tr> <td data-bbox="327 719 443 887">✓✓2</td> <td data-bbox="443 719 1832 887"> <p>Beschreiben Sie, was Sie im Haushalt gemacht haben. For 2 Comm ticks insist on past tense. Allow description, opinion, reason. Accept additional details given of the tasks undertaken.</p> </td> <td data-bbox="1832 719 1948 887">2</td> </tr> <tr> <td data-bbox="327 887 443 1054">✓✓3</td> <td data-bbox="443 887 1832 1054"> <p>Sagen Sie, warum Sie diese Aufgaben gern / nicht gern machen. For 2 Comm ticks insist on present tense. Allow any sensible explanation/opinion/reason given. Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p> </td> <td data-bbox="1832 887 1948 1054">2</td> </tr> <tr> <td data-bbox="327 1054 443 1257">✓✓4</td> <td data-bbox="443 1054 1832 1257"> <p>Erklären Sie, ob alle Jugendlichen im Haushalt helfen sollten und warum. As long as either is given, consider the task to be complete. For 2 Comm ticks insist on present tense. Allow any sensible explanation/opinion/reason. Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p> </td> <td data-bbox="1832 1054 1948 1257">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓✓1	<p>Erklären Sie, warum Sie letzte Woche viel im Haushalt helfen mussten. For 2 Comm ticks insist on past tense. Allow any explanation/reason/opinion as to why candidate had to help lots in the house last week. Allow description of the situation. Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p>	2	✓✓2	<p>Beschreiben Sie, was Sie im Haushalt gemacht haben. For 2 Comm ticks insist on past tense. Allow description, opinion, reason. Accept additional details given of the tasks undertaken.</p>	2	✓✓3	<p>Sagen Sie, warum Sie diese Aufgaben gern / nicht gern machen. For 2 Comm ticks insist on present tense. Allow any sensible explanation/opinion/reason given. Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p>	2	✓✓4	<p>Erklären Sie, ob alle Jugendlichen im Haushalt helfen sollten und warum. As long as either is given, consider the task to be complete. For 2 Comm ticks insist on present tense. Allow any sensible explanation/opinion/reason. Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p>	2	30
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3(b)	<p>Sie haben letzten Monat ein Arbeitspraktikum gemacht. Sie schreiben einen Blog über das Thema <i>Arbeitspraktikum</i>.</p> <p><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="324 352 1951 1120"> <thead> <tr> <th data-bbox="324 352 443 419">Tick</th> <th data-bbox="443 352 1834 419">Accept</th> <th data-bbox="1834 352 1951 419">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="324 419 443 587">✓✓1</td> <td data-bbox="443 419 1834 587"> <p>Sagen Sie, wo Sie gearbeitet haben. For 2 Comm ticks insist on past tense. Allow description of where candidate worked. Also allow extra details given, including reason, opinion.</p> </td> <td data-bbox="1834 419 1951 587">2</td> </tr> <tr> <td data-bbox="324 587 443 754">✓✓2</td> <td data-bbox="443 587 1834 754"> <p>Erzählen Sie, was genau Sie bei diesem Arbeitspraktikum gemacht haben. For 2 Comm ticks insist on past tense. Allow description of tasks/work, accounts of what exactly the candidate did. Also allow extra details given, including reason, opinion.</p> </td> <td data-bbox="1834 587 1951 754">2</td> </tr> <tr> <td data-bbox="324 754 443 922">✓✓3</td> <td data-bbox="443 754 1834 922"> <p>Erklären Sie, warum es für junge Leute wichtig ist, ein Arbeitspraktikum zu machen For 2 Comm ticks insist on present tense. Allow any reasons/explanations/opinions given. Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p> </td> <td data-bbox="1834 754 1951 922">2</td> </tr> <tr> <td data-bbox="324 922 443 1120">✓✓4</td> <td data-bbox="443 922 1834 1120"> <p>Erklären Sie, wo man mehr lernt: bei einem Praktikum oder in der Schule? Warum? As long as either is given, consider the task to be complete. For 2 Comm ticks insist on present tense. Allow any opinions/reasons/explanations given. Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p> </td> <td data-bbox="1834 922 1951 1120">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓✓1	<p>Sagen Sie, wo Sie gearbeitet haben. For 2 Comm ticks insist on past tense. Allow description of where candidate worked. Also allow extra details given, including reason, opinion.</p>	2	✓✓2	<p>Erzählen Sie, was genau Sie bei diesem Arbeitspraktikum gemacht haben. For 2 Comm ticks insist on past tense. Allow description of tasks/work, accounts of what exactly the candidate did. Also allow extra details given, including reason, opinion.</p>	2	✓✓3	<p>Erklären Sie, warum es für junge Leute wichtig ist, ein Arbeitspraktikum zu machen For 2 Comm ticks insist on present tense. Allow any reasons/explanations/opinions given. Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p>	2	✓✓4	<p>Erklären Sie, wo man mehr lernt: bei einem Praktikum oder in der Schule? Warum? As long as either is given, consider the task to be complete. For 2 Comm ticks insist on present tense. Allow any opinions/reasons/explanations given. Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p>	2	30
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3(c)	<p>Gestern in der Nacht sind Sie aufgewacht, weil es plötzlich sehr laut war. Schreiben Sie die Geschichte weiter: <i>Gestern in der Nacht bin ich aufgewacht. Es war plötzlich sehr laut...</i></p> <p>3.1: Award a mark out of 10 for Communication – see generic guidance above</p> <table border="1" data-bbox="324 352 1951 1120"> <thead> <tr> <th data-bbox="324 352 443 416">Tick</th> <th data-bbox="443 352 1834 416">Accept</th> <th data-bbox="1834 352 1951 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="324 416 443 584">✓✓1</td> <td data-bbox="443 416 1834 584"> <p>Beschreiben Sie Ihre Reaktion, als es plötzlich sehr laut war. For 2 Comm ticks insist on past tense. Allow any description/account/explanation as to the candidate's reaction. Allow reactions/reasons in the form of description with adjective, eg <i>Ich hatte Angst</i>.</p> </td> <td data-bbox="1834 416 1951 584">2</td> </tr> <tr> <td data-bbox="324 584 443 751">✓✓2</td> <td data-bbox="443 584 1834 751"> <p>Erklären Sie, woher der Lärm kam. For 2 Comm ticks insist on past tense. Allow any description/explanation as to where the sound came from. Accept reasons/extra details given.</p> </td> <td data-bbox="1834 584 1951 751">2</td> </tr> <tr> <td data-bbox="324 751 443 954">✓✓3</td> <td data-bbox="443 751 1834 954"> <p>Erzählen Sie, wie Ihre Eltern reagiert haben, als sie auch aufgewacht sind. For 2 Comm ticks insist on past tense. Allow any description/account/explanation as to how parents reacted. Allow <i>wir</i> as subject as well as reference to parents. Allow reactions/reasons in the form of description with adjective (eg <i>Sie waren sehr aufgeregt</i>).</p> </td> <td data-bbox="1834 751 1951 954">2</td> </tr> <tr> <td data-bbox="324 954 443 1120">✓✓4</td> <td data-bbox="443 954 1834 1120"> <p>Erzählen Sie, wie Sie versucht haben, wieder zur Ruhe zu kommen. For 2 Comm ticks insist on past tense. Allow any account/description/explanation of what candidate did to return to calm. Accept extra details/opinion/reason.</p> </td> <td data-bbox="1834 954 1951 1120">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓✓1	<p>Beschreiben Sie Ihre Reaktion, als es plötzlich sehr laut war. For 2 Comm ticks insist on past tense. Allow any description/account/explanation as to the candidate's reaction. Allow reactions/reasons in the form of description with adjective, eg <i>Ich hatte Angst</i>.</p>	2	✓✓2	<p>Erklären Sie, woher der Lärm kam. For 2 Comm ticks insist on past tense. Allow any description/explanation as to where the sound came from. Accept reasons/extra details given.</p>	2	✓✓3	<p>Erzählen Sie, wie Ihre Eltern reagiert haben, als sie auch aufgewacht sind. For 2 Comm ticks insist on past tense. Allow any description/account/explanation as to how parents reacted. Allow <i>wir</i> as subject as well as reference to parents. Allow reactions/reasons in the form of description with adjective (eg <i>Sie waren sehr aufgeregt</i>).</p>	2	✓✓4	<p>Erzählen Sie, wie Sie versucht haben, wieder zur Ruhe zu kommen. For 2 Comm ticks insist on past tense. Allow any account/description/explanation of what candidate did to return to calm. Accept extra details/opinion/reason.</p>	2	30
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Question	Answer		Marks												
3(c)	Tick	Accept	Mark												
	✓✓5	<p>Beschreiben Sie was Sie heute Abend machen werden, um gut schlafen zu können. For 2 Comm ticks Insist on future time frame. Allow any explanation as to what the candidate plans to do to sleep well tonight. Reward for communication the use of the future tense, e.g. <i>ich werde +infinitive</i> Allow a present tense verb + future time phrase eg <i>Heute Abend lese ich.....</i> Allow other appropriate phrases, such as <i>In der Zukunft habe ich vor... zu + infinitive/In der Zukunft plane ich..., etc.</i> e.g. <i>Ich werde heute Abend +infinitive</i> Allow <i>Heute Abend möchte ich + infinitive</i> (ie do not insist on use of <i>werden</i> for future reference). Allow a present tense verb + future time phrase eg <i>Heute Abend +present tense verb</i> Allow other appropriate phrases, such as <i>Heute Abend habe ich vor... zu + infinitive/Heute Abend plane ich..., etc.</i></p>	2												
<u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u>															
<table border="1"> <thead> <tr> <th data-bbox="324 826 591 927">Communication point</th> <th data-bbox="591 826 1951 927">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="324 927 591 992">1</td> <td data-bbox="591 927 1951 992">For 2 Comm ticks insist on past tense</td> </tr> <tr> <td data-bbox="324 992 591 1058">2</td> <td data-bbox="591 992 1951 1058">For 2 Comm ticks insist on past tense</td> </tr> <tr> <td data-bbox="324 1058 591 1123">3</td> <td data-bbox="591 1058 1951 1123">For 2 Comm ticks insist on present tense</td> </tr> <tr> <td data-bbox="324 1123 591 1189">4</td> <td data-bbox="591 1123 1951 1189">For 2 Comm ticks insist on present tense</td> </tr> <tr> <td data-bbox="324 1189 591 1257">5</td> <td data-bbox="591 1189 1951 1257">For 2 Comm ticks insist on future tense, Allow a present tense verb + future time phrase</td> </tr> </tbody> </table>				Communication point	For Verbs, accept:	1	For 2 Comm ticks insist on past tense	2	For 2 Comm ticks insist on past tense	3	For 2 Comm ticks insist on present tense	4	For 2 Comm ticks insist on present tense	5	For 2 Comm ticks insist on future tense, Allow a present tense verb + future time phrase
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<u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u>															

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 Question 3

In the case of an answer which is completely irrelevant to the chosen question (3(a) or 3(b) or 3(c)), a mark of 0 is given for Communication and for Language.

In cases where the chosen question was clearly attempted but communication of the set tasks was not achieved (e.g. due to inadequate language control), a score of 0 is given for Communication. Language marks (for Verbs and Other Linguistic Features) are based on any phrases that do communicate meaning.

Irrelevant material that has been included in an otherwise relevant answer does not score for Communication or for Verbs. Communication marks and Verb marks are awarded for the relevant parts of the answer only. The mark for Other Linguistic Features is based on the whole answer.

Appendix II: Generic guidance on awarding ticks for Communication**Example 1:** *Beschreiben Sie, was Sie mit Ihrer Familie gemacht haben.*

Candidate's response	Ticks for Communication	Reason for mark
<i>Ja ich mit meiner Familie gemacht.</i>	0	Nothing of worth communicated.
<i>Wir bin einen Ausflug in die Berge gemacht.</i>	1	Some meaning conveyed – use of 'bin' makes message ambiguous (Is it <i>wir</i> or <i>ich</i> ?).
<i>Wir haben einen Ausflug in die Berge.</i>	0	Message not communicated. Attempt has been made at appropriate time frame but no attempt at appropriate verb
<i>Wir haben einen Ausflug in die Berge gemacht.</i>	1	Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)
<i>Wir habe einen Ausflug in die Berge gemacht.</i>	1	Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)
<i>Wir habe einen Ausflug in die Berge gemacht.</i>	1	Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)
<i>Wir einen Ausflug in die Berge gemacht.</i>	1	Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)
<i>Wir einen Ausflug in die Berge gemacht.</i>	1	Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)
<i>Wir habe ein neues Auto.</i>	1	Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)
<i>Wir machen einen Ausflug in die Berge.</i>	1	Appropriate choice of verb, verb recognisable in its form but incorrect (in its time frame) (ambiguous but still communicates some meaning)
<i>Ich habe mit meiner Familie einen Ausflug in die Berge gemacht.</i>	2	Message clearly communicated.

Candidate's response	Ticks for Communication	Reason for mark
<i>Ich habe einen Ausflug in die Berge gemacht.</i>	2	Minor error is tolerated

Example 2: *Beschreiben Sie einen Tag, an dem Sie viel Sport getrieben haben. Was war besonders schwierig und warum?*

Candidate's response	Ticks for Communication	Reason for mark
<i>Ich viel Sport getrieben haben.</i>	0	nothing of worth communicated.
<i>Das Schwimmen was schwierig.</i>	0	Meaning not conveyed (<i>was</i> doesn't communicate message in German)
<i>Das Schwimmen war für mich besonders schwierig.</i>	1	Some meaning is conveyed but the message is incomplete (no reason is given).
<i>Das Schwimmen war für mich besonders schwierig, weil das Wasser so kalt war.</i>	2	Message clearly communicated.

3 steps to award Communication marks:

- 1 Check against Communication task (table) > Has the task been attempted? (no attempt → no Comm. tick)
- 2 Find the best attempt at the task
- 3 In that task, is the message clear (2 ticks) or ambiguous/(unclear) (1 tick) or absent (0 ticks)? (see table above)

Additional notes on the award of Communication ticks in Q3 where part of the sentence is incorrect/unclear/ambiguous.

In order for 2 Communication ticks to be awarded to the message, **the clause containing the message has to be clear/without ambiguity/in the appropriate time frame.**

Letztes Wochenende im Sportzentrum haben wir Federball gespielt und wir haben Sport getrieibt.

Ich kann die Bergen bestiegen, freschen Luft atmen und in der Natur wandern.

Although part of each sentence above may be ambiguous/unclear /contain inaccuracy, we can award 2 Communication ticks each time because the key message is contained in a clause which is clear, accurate, without ambiguity and in the appropriate time frame.