**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

# MARK SCHEME for the May/June 2015 series

## 0525 GERMAN (FOREIGN LANGUAGE)

**0525/42**          Paper 4 (Writing), maximum raw mark 50

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.

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## 1 General Marking Principles

### 1.1 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.

**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:
  **(i)**   there is an indication from the candidate that other material should be considered
  **(ii)**   the candidate has continued their answer outside the space provided
  **(iii)**   there is no answer in the space provided

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

  **(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 material considered by the Examiner and judged 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, scoris will automatically only aggregate the candidate's best result.

## 2   Detailed Mark Scheme

### SECTION 1

### Question 1

Candidates are required to list 8 items in German. Read all the items the candidate has listed and award marks as follows:

- **Select the most correct items up to a maximum of 5**
- **Award 1 mark for each correct item up to a maximum of 5**

NB the pictures provided on the question paper are only suggestions. Accept any pet item which the candidate might get.

*Generic mark scheme for Question 1*

- <u>Answers should be marked for communication. Tolerate inaccuracies, provided the message is clear:</u>

  **(a)** 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?

  **(b)** Look-alike test: does what the candidate has written look like the correct answer?

  **(c)** Ignore any article.

**Session-specific instructions for Question 1:** *Sie möchten gern ein Haustier kaufen. Welche Haustiere mögen Sie? Machen Sie eine Liste von 8 Tieren auf Deutsch.*

- <u>The following are examples. Accept any animals which the candidate might wish to have as a pet.</u>

| ACCEPT | Refuse |
|---|---|
| Fisch/Goldfisch | Fliege |
| Hamster | Mücke |
| Hund | Meerschweinchen – in example, do not accept as answer |
| Kanarienvogel | |
| Kaninchen | |
| Katze | |
| Kuh | |
| Maus | |
| Pferd | |

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| Schaf | |
|---|---|
| Schildkröte | |
| Schlange | |
| Schwein | |
| Vogel | |
| Frosch, Hase, Papagei, Ente, Kuh, Elefant | |

**[Total for Question 1: 5 marks]**

**Question 2**

Candidates are required to answer the question. Read the whole answer and award marks as follows:

- **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.**

### 2.1: award a mark out of 10 for Communication

*Generic mark scheme for Communication (Question 2)*
*1 tick per item communicated (covering the 4 points) up to a maximum of 10*

(i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point.
(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 4 tasks must be covered to get the 10 communication marks:
- If 1 of the tasks is missing, the maximum communication mark is 9.
- If 2 of the tasks are missing, the maximum communication mark is 8 (and so on).
(iii) Add up the ticks to give a mark out of 10 for Communication.
(iv) For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling, use 'rules' in Question 1: look alike, sound alike, etc.).
(v) LISTS = 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 habe lange schwarze Haare, blaue Augen und einen kleinen Mund = 1 mark (1 verb = a list of 3)
- ich habe lange, schwarze Haare (1), ich bin ganz klein (1), und ich bin hübsch (1) = 3 marks (3 verbs).
(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).
(vii) Do not penalise factual errors.

**[Total marks for Communication: 10]**

**Session-specific instructions for Communication marks (Question 2):** *Sie beschreiben Ihr Haus/ Ihre Wohnung.*

| Accept | | REFUSE |
|---|---|---|
| **(a) Sagen Sie, wo Sie wohnen und wie das Haus/ die Wohnung ist**<br>As long as either given, consider task complete.<br><br>**REWARD:**<br>• name/description of place<br>• allow pos/ neg description (e.g. *mein Haus ist toll/ fantastisch/ langweilig*)<br>• list of/description of rooms/things in the house | **Tick 1** | List/ description of people in the house<br><br>Mein Haus ist gut/ schlecht (lift)<br>Ich mag/liebe mein Haus |
| **(b) Sagen Sie, was an Ihrem Haus/ Ihrer Wohnung gut oder schlecht ist**<br><br>**REWARD:**<br>• any comment on sth specific he/she finds positive/negative about the house/flat<br>• also allow reasons/explanations given | **Tick 2** | Mein Haus ist gut/ schlecht (lift)<br>Ich mag/liebe mein Haus |
| **(c) Sagen Sie, wie Sie zu Hause helfen**<br><br>**REWARD:**<br>• any detail about what he/she does to help at home – e.g. household activities<br>• where they can be done<br>• what they are like, who with, how often/not at all, etc.<br>• reference to household activities that others do can be accepted on the condition that the candidate also refers to his own | **Tick 3** | Do not accept opinions on helping at home |
| **(d) Sagen Sie, was für ein Haus/ eine Wohnung Sie in der Zukunft haben möchten und warum**<br>Reason not required for the task to be complete.<br><br>**REWARD:**<br>• any detail about plans for where candidate would like to live in the future: e.g. type of house/flat<br>• description of ideal house/flat, where, who with, etc.<br>• Accept reasons given for these choices<br><br>**ACCEPT:** reason for choices with or without use of *weil*.<br>**ACCEPT:** use of suitable adjective as a form of reason. | **Tick 4** | Mere reference to house/flat<br><br>In der Zukunft möchte ich eine Waschmaschine kaufen. |

## 2.2: award a mark out of 5 for Language

*Generic mark scheme for Language (Question 2):*

- Award a mark out of 5 for Language, according to the Grade descriptors in the table below (see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

### Grade descriptors for Language (Question 2)

| 5 | Straightforward vocabulary and structure.<br>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.<br>Some awareness of verb usage, but inconsistent.<br>The writing is sufficiently accurate for meaning to be conveyed. |
| 3 | Very basic vocabulary and structure.<br>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. |

**[Total marks for Language: 5]**

**[Total for Question 2: 15 marks]**

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## SECTION 2

**Question 3**

Candidates answer 1 question from a choice of 3. Read the whole answer and award marks, as follows:

- **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.**

### 3.1 – award a mark out of 10 for Communication

***Generic mark scheme for Communication (Question 3):***
Place up to 2 'numbered' ticks as close as possible to each relevant communication point (see tables below for details):

(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 (see session-specific tables for further guidance).

| **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.

**[Total marks for Communication: 10]**

**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 |
|---|---|---|
| *Ja ich mit meiner Familie gemacht.* | 0 | Nothing of worth communicated. |
| *Wir bin einen Ausflug in die Berge gemacht.* | 1 | Some meaning conveyed – use of 'bin' makes message ambiguous (Is it *wir* or *ich*?) |
| *Wir haben einen Ausflug in die Berge.* | 0 | Message not communicated. Attempt has been made at appropriate time frame but no attempt at appropriate verb |
| *Wir haben einen Ausflug in die Berge gemachen.* | 1 | Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning) |
| *Wir habe einen Ausflug in die Berge gemacht.* | 1 | Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning) |
| *Wir habe einen Ausflug in die Berge gemachen.* | 1 | Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning) |
| *Wir einen Ausflug in die Berge gemacht.* | 1 | Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning) |
| *Wir einen Ausflug in die Berge gemachen.* | 1 | Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning) |
| *Wir habe ein neues Auto.* | 1 | Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning) |
| *Wir machen einen Ausflug in die Berge.* | 1 | Appropriate choice of verb, verb recognisable in its form but incorrect (in its time frame) (ambiguous but still communicates some meaning) |

| Ich habe mit meiner Familie einen Ausflug in die Berge gemacht. | 2 | Message clearly communicated |
|---|---|---|
| Ich habe einen Ausflug in die Berge gemachtt. | 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 |
|---|---|---|
| *Ich viel Sport getrieben haben.* | 0 | nothing of worth communicated. |
| *Das Schwimmen was schwierig.* | 0 | Meaning not conveyed (*was* doesn't communicate message in German) |
| *Das Schwimmen war für mich besonders schwierig.* | 1 | Some meaning is conveyed but the message is incomplete (no reason is given). |
| *Das Schwimmen war für mich besonders schwierig, weil das Wasser so kalt war.* | 2 | Message clearly communicated. |

*Session-specific guidance for Communication marks (Question 3):*

*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)*

*Question 3(a):* **Sie waren letzten Monat mit Ihrer Familie in einem Hotel. Leider gab es einige Probleme. Sie schreiben einen Brief an Ihren Brieffreund/an Ihre Brieffreundin, um den Aufenthalt zu beschreiben.**

| Tick | Accept | Refuse | Mark |
|------|--------|--------|------|
| Tick 1, Tick 2 | **Explanation as to whether the candidate <u>likes</u> going on holiday and why**<br><br>For 2 Comm Insist on present tense.<br>Allow anything sensible, e.g. reference to a specific place. No need to insist on inclusion of *weil*.<br>Allow opinion in the form of description with adjective (e.g. *Schwimmen im Meer ist normalerweise sehr lustig*). | | **2+2** |
| Tick 3 | **Account of what the candidate <u>did</u> in the hotel**<br>For 2 Comm Insist on past tense. Allow anything sensible.<br>Allow *wir* as subject.<br>Allow either *haben* or *sein* as auxiliary with *schwimmen*<br>Accept *gehen* for *fahren* | List of hotel amenities | **2** |
| Tick 4 | **Account of problems with the hotel**<br>For 2 Comm Insist on past tense.<br>Allow anything sensible.<br>Allow opinion in the form of description with adjective (eg *Das Essen im Hotel war furchtbar*). | I had two problems with the hotel | **2** |
| Tick 5 | **Description of <u>where</u> the candidate will spend the next holiday.**<br>Reward for communication *Nächstes Jahr möchte ich* + infinitive (ie do not insist on use of *werden* for future reference).<br>Reward for communication the use of the future tense, e.g. *Ich werde nächstes Jahr ins Ausland fahren*.<br>Allow a present tense verb + future time phrase *eg Nächsten Sommer fahren wir nach Spanien*.<br>Allow other appropriate phrases, such as *Nächstes Jahr habe ich vor…*<br>*zu* + infinitive/*Nächstes Jahr plane ich…*, etc.<br>Tolerate *gehen* for *fahren*<br>Tolerate *nett for schön* as description for a place | | **2** |

*Question 3(b):* **Sie haben einen Teilzeitjob. Schreiben Sie einen Artikel für die Schülerzeitung.**

| | **Accept** | **Refuse** | **Mark** |
|---|---|---|---|
| Tick 1 | **Reasons why the candidate thinks it's important to have a part- time job**<br>Allow anything sensible (reference to money, enjoyment...). No need to insist on inclusion of *weil.*<br>Adjectives can convey the meaning. | | **2** |
| Tick 2, 3 | **A description of activities the candidate did at his/her job last week**<br>For 2 Comm ticks Insist on past tense. Allow anything sensible. | | **2+2** |
| Tick 4 | **Account of a friend's opinion about his own part-time job**<br>Allow anything sensible.<br>Allow reason for opinion with or without use of *weil*. Accept use of suitable adjective as a form of reason.<br>Allow reference to friend not having a job/to friend wanting a job (in place of friend's opinion on job) | Opinion about candidate's own job | **2** |
| Tick 5 | **A description of what job the candidate would like to have in the future**<br>Reward for communication the use of modal verb +infinitive to express future intention *eg Ich möchte* + infinitive<br>Reward for communication the use of the future. eg *In der Zukunft werde ich + infinitive.*<br>Allow other appropriate phrases, such as *In der Zukunft habe ich vor…*<br>*zu + infinitive/In der Zukunft plane ich ... etc.* | | **2** |

*Question 3(c):* **Letztes Jahr kam eine neue Direktorin an Ihre Schule.**

NB: in answers to this questions, if the actual noun *Direktorin* is used by the candidate, then in order to score 2 Comm ticks and for a Verb tick we should insist on it being with *die*. (if it is with *der* then max one Comm tick, and no verb tick). However, if the noun itself is not being used, then be flexible about pronoun use and accept examples of e.g. *er/sie* and *ihr/sein*.

| | **Accept** | **Mark** |
|---|---|---|
| Tick 1 | **Explanation as to why a new headteacher came to candidate's school**<br>For 2 Comm ticks Insist on past tense. Allow anything sensible.<br>Accept accounts of what may have happened. | **2** |
| Tick 2 | **Account of what the new headteacher has done in the school**<br>For 2 Comm ticks Insist on past tense<br>Allow anything sensible | **2** |
| Tick 3,<br>Tick 4 | **Opinions of the candidate's classmates regarding the new headteacher and reasons for these opinions**<br>Do not insist on past tense. Allow anything sensible.<br>Allow *wir* in place of reference to *die Klassenkameraden*<br>No need to insist on inclusion of *weil.*<br>Allow reasons in the form of description with adjective, e.g. *Die neue Direktorin ist nett.* | **2+2** |
| Tick 5 | **Account of what the new headteacher should do next year to improve the candidate's school**<br>Reward for communication the use of modal verb + infinitive eg *Nächstes Jahr soll sie* + infinitive (i.e. do not insist on use of *werden* for future reference).<br>Reward for communication the use of the future tense, e.g. *Sie wird nächstes Jahr + infinitive.*<br>Allow a present tense verb + future time phrase *eg Nächstes Jahr macht sie....*<br>Allow other phrases, such as *Nächstes Jahr hat sie vor… zu + infinitive.* | **2** |

### 3.2 – award a mark out of 8 for Accurate use of verbs

*Generic mark scheme for Accurate use of verbs (Question 3):*

(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) 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 |

**[Total marks for Accurate use of verbs: 8]**

- **Awarding ticks for *Accurate use of verbs* (Question 3)**

  o **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 mussen* (could not mean anything else), but do not accept *ich mochte* where *ich möchte* is required (word means something different)**

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

NB: exclude letter etiquette from verb ticks *(Hallo, Wie geht es dir? )* but consider under OLF.
Do not award a verb tick where an accurate verb form is used in a sentence that conveys no meaning.

**Examples:**

**Subject with verb**

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

**With reflexive verbs**

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

**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 *Other linguistic features*) |
| 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 |

**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 *Other linguistic features*) |

### 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 (✓) | | |

### Correct verb within meaningless statement

| Tick | No tick | Note |
|------|---------|------|
| Der Tag war lang (✓) | Der Tag war klug (*no tick*) | do not reward a correct verb in a meaningless statement |

### Infinitive/Modal constructions

| Tick | No tick | Note |
|------|---------|------|
| Ich kann (✓) gut spielen. (✓) | | |
| Ich kannst (*no tick*) gut spielen. (✓) | | incorrect verb form but correct infinitive |
| Ich kann (✓) spielen (✓) gut. | | Tolerate infinitive in incorrect position, Consider word order in *Other linguistic features* |
| Ich will (✓) spiele. (*no tick*) | | incorrect spelling of infinitive |
| Er hat versucht (✓) fit zu bleiben. (✓) | | |
| Er hat versucht (✓) fit bleiben. (*no tick*) | | *zu* is omitted, hence infinitive cannot be credited |
| Ich möchte (✓) zu studieren. (*no tick*) | | *zu* is incorrectly added, hence infinitive cannot be credited |

**Reward only the first occurrence of a verb, e.g.**
- Ich mag (✓) Schwimmen. Ich mag (*no tick*) auch Tennis.
- Ich mag (✓) Schwimmen. Ich mag (*no tick)* Tennis nicht.
- Hier gibt es (✓) Berge und Flüsse. Es gibt auch (*no tick*) …

**However,**
- Ich mag (✓) Schwimmen und mein Bruder mag (✓) Tennis – 2 different persons of the verb
- Mein Bruder mag Schwimmen (✓) und meine Schwester mag (*no tick*) Tennis – both third person usage
- Sie ist (✓) unglücklich, es ist (*no tick*) nicht gut – both third person usage

**Register**

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.)
If candidates' register is inconsistent within the context, i.e. if they write an inappropriate mixture of *du* and *Sie* within the same context, go with the most frequently used and only tick those for Language (if otherwise correct).

**Session-specific tables on tenses for VERB TICKS**

- Only answers in the correct tense can score VERB TICKS.
  The following tenses are appropriate/ correct in answers to Qu 3 to score verb ticks:

**3a)**

| Task | Expected Tense |
|------|----------------|
| Sagen Sie, ob Sie gern in den Urlaub fahren und warum | Present Tense |
| Erzählen Sie, was Sie in diesem Hotel gemacht haben. | Past Tense (Perfect or Simple Past) |
| Beschreiben Sie, was für Probleme es im Hotel gab. | Past Tense (Perfect or Simple Past) |
| Sagen Sie, wo Sie nächstes Jahr Ihren Urlaub verbringen möchten. | Future or Present Tense |

**3b)**

| Task | Expected Tense |
|------|----------------|
| Erklären Sie, warum es für Sie so wichtig ist, einen Teilzeitjob zu haben. | Present Tense |
| Beschreiben Sie, was Sie letzte Woche in Ihrem Teilzeitjob gemacht haben. | Past Tense (Perfect or Simple Past) |
| Sagen Sie, was Ihr Freund über seinen Teilzeitjob denkt. | Present Tense |
| Erklären Sie, was für einen Beruf Sie in der Zukunft haben möchten. | Future, Conditional or Present Tense |

**3c)**

| Task | Expected Tense |
|---|---|
| Erklären Sie, warum eine neue Direktorin an Ihre Schule kam. | Past Tense (Perfect or Simple Past) |
| Erzählen Sie, was die neue Direktorin schon gemacht hat. | Past Tense (Perfect or Simple Past) |
| Sagen Sie, was Ihre Klassenkameraden von der neuen Direktorin dachten und warum. | Past Tense (Perfect or Simple Past) Or Present Tense |
| Sagen Sie, was die neue Direktorin nächstes Jahr machen soll, um Ihre Schule zu verbessern. | Future or Present Tense |

### 3.3 – award a mark out of 12 for Other linguistic features

*Generic mark scheme for Other linguistic features (Question 3):*

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(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* (last page of mark scheme):

**Grade descriptors for Other linguistic features (Question 3)**

| 11–12 | • Uses a wide range of structures effectively; produces longer, fluent sentences with ease.<br>• Highly accurate at this level, though not necessarily faultless.<br>• 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.<br>• More complex language usually error-free.<br>• Uses a variety of relevant vocabulary at this level. |
| 7–8 | • In control of simple structures. Varied success with more complex structures.<br>• Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted.<br>• Has sufficient vocabulary to add some interest to the writing. |
| 5–6 | • Attempts more than basic structures.<br>• On balance, the work is more accurate than inaccurate.<br>• Straightforward vocabulary relevant to the task. |
| 3–4 | • Reliant on basic structures.<br>• Some examples of correct language. Meaning usually conveyed.<br>• 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. |

(ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:

- 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 *wenn, weil, dass, als, seit* etc.)
- Negatives (*nicht, nie, weder…noch*, use of *kein*)

- Linking words and conjunctions other than *und/aber*
- Adverbs and adverbial phrases
- Relative clauses, including use of relative pronouns
- Object pronouns, direct and indirect
- Appropriate use of register/ letter etiquette.

**[Total mark for Other linguistic features: 12]**

**[Total for Question 3: 30 marks]**

### 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. These are extremely rare. The 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.