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GERMAN	**0525/42**
Paper 4 Writing	**May/June 2018**
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.

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This document consists of **28** 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		

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

(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.

(ii)   On Question 1, award marks for items wherever the candidate has written them.

(iii) If the candidate offers more than one word per line, award a mark for each acceptable item.

(iv)   The pictures provided on the question paper are only suggestions.

(v)   Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.

(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.
      'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
      Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.
      If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning).
      Where letters are transposed, the word is likely to communicate (unless another word has been created).

(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.

(viii) Refuse all nouns which are repeated and which do not have a separate meaning:
      Hose, kurze Hose: award one mark to each item
      Kleine Hose, blaue Hose: award one mark for the first *Hose*

(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.

Question	Answer	Marks
1	*Sie sind zu Hause.* *Was gibt es in Ihrem Schlafzimmer? Machen Sie eine Liste von 8 Dingen auf Deutsch.* The following are examples. Accept any appropriate bedroom items which the candidate might choose:	5

ACCEPT		REFUSE	
Bett		Vorhang – *in example, do not accept as answer*	Büro
Buch/Bücher		*Refuse items which cannot be considered as suitable for having in a bedroom (e.g.: Elefant, Auto, etc.).*	Bed
Computer			Buchen, Buche, Büche
Kleider / Kleidung ACCEPT: Kleidungen, Kliedung	Schuh, Schuhe, Schue		
Kleiderschrank	Spiegel, Spigel		
Lampe ACCEPT : Lamp	Tisch	Tich, Tiche	
Posters			
Schreibtisch			
Schrank			
Stuhl			
Tasche			

Total for Question 1: 5 marks

Question	Answer	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.		

Question	Answer	Marks

2	***Sie beschreiben Ihren Lieblingsmonat im Jahr.***
	
	 2.1: Award a mark out of 10 for Communication
	
	 (i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer.
	
	 (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).
	
	 (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) <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).
	
	 (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.
	
	 (viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.
		15

Question	Answer	Marks

<table>
<tr><td>2</td><td colspan="2">

Tick	Accept

✓1	**Sagen Sie, welchen Monat Sie am liebsten haben.**
	
	REWARD any statement relating to
	      any **month** given (reject season)
	      reasons/details/opinions/explanations for month given
	
	ACCEPT: use of suitable adjective as a form of reason

✓2	**Erklären Sie, was Sie in diesem Monat gern machen.**
	
	REWARD any statement relating to
	      any sensible activity given (no need to include concept of *gern*)
	      reasons for choice of activity
	
	ACCEPT: use of suitable adjective as a form of reason

✓3	**Beschreiben Sie, wie das Wetter in diesem Monat normalerweise ist.**
	
	REWARD any statement relating to
	      any detail about the weather at this time of year
	      examples of/opinions on the weather at this time of year/further relevant details

✓4	**Sagen Sie, ob Sie in der Zukunft in einem anderen Klima leben möchten und warum.** As long as either given, consider task complete. **REWARD**: In order to get any ticks for this response, there must be some reference to weather/ season/ climate or seasonal or climatic activity. **ACCEPT:** reason for choices with or without use of *weil* **ACCEPT:** use of suitable adjective as a form of reason **ACCEPT:** season for climate (e.g. Winter, Sommer)

</td></tr>
</table>

Question	Answer	Marks
2	**2.2: Award a mark out of 5 for Language**	
	Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)).	
	Grade descriptors for Language (Question 2)	

5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.
4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.
2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	One or two disjointed words or short phrases may be recognisable.

*Consider the whole answer when awarding mark for language

Total for Communication: 10 marks
Total for Language: 5 marks
Total for Question 2: 15 marks

Question	Answer	Marks

	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.
	
	 For question-specific guidance, see later in this mark scheme.
	
	 3.1: Award a mark out of 10 for Communication
	
	 (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

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

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 mussen* (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 <u>appropriate tense</u> 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 (*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

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 *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

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 *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 (✓)		

Question	Answer	Marks
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

Question	Answer	Marks

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).
 	
 3.3: Award a mark out of 12 for Other linguistic features
 	
 (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)).
 	
 (ii)   You can use the L for good language. You can use the highlighter marking tool to highlight the first new use of any correct usage. Use the highlighter marking tool to underline a creditable attempt at a structure. This annotation is intended to help you arrive at an appropriate mark.
 	
 (iii)   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.	

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	Answer	Marks
Question-specific Guidance for Question 3		

| 3(a) | *Ihr Onkel hat Ihnen zum Geburtstag ein neues Fahrrad gekauft. Sie schreiben eine E-Mail, um Ihrem Onkel zu danken.* | **30** |

3.1: Award a mark out of 10 for Communication – see generic guidance above

Tick	Accept	Mark
✓✓1	**Indication of thanks for the bike/gift and explanation as to why the candidate likes the bike** As long as either given (and reference to bike/gift is made), consider task complete. For 2 Comm ticks insist on present tense. Allow use of adjectives for reasons.	2
✓✓2	**Account of how the candidate has already used the bike** For 2 Comm ticks insist on past tense. Allow any reasonable account of how the candidate has used the bike. Allow extra details/reasons/opinions given. If answer is in the present tense, maximum of 1 tick	2
✓✓3	**Account of how the candidate celebrated his/her birthday** For 2 Comm ticks insist on past tense. Allow any reasonable account of how the candidate celebrated the birthday. Allow extra details/reasons/opinions given.	2
✓✓4	**Explanation as to why it is better to travel by bike rather than by car** For 2 Comm ticks insist on present tense. Allow any sensible reason given. Allow opinion in the form of description with adjective.	2

Question	Answer	Marks
3(a)	<table><tr><th>Tick</th><th>Accept</th><th>Mark</th></tr><tr><td>✓✓5</td><td>**Description of where the candidate will cycle next weekend and why** As long as either given, consider task complete. For 2 Comm ticks insist on future time frame as follows: Reward for communication the use of the future tense, e.g. *Ich werde nächstes Wochenende* + infinitive Allow *Nächstes Wochenende möchte ich* + infinitive (i.e. do not insist on use of *werden* for future reference). Allow a present tense verb + future time phrase *e.g. Nächstes Wochenende fahre ich…* Allow other appropriate phrases, such as *Nächstes Wochenende habe ich vor… zu + infinitive/Nächstes Wochenende plane ich…, etc.* Allow anything sensible. Allow reason for opinion with or without use of *weil*.</td><td>2</td></tr></table> **3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above** <table><tr><th>Communication point</th><th>For Verbs, accept:</th></tr><tr><td>1</td><td>For 2 Comm ticks insist on present tense</td></tr><tr><td>2</td><td>For 2 Comm ticks insist on past tense</td></tr><tr><td>3</td><td>For 2 Comm ticks insist on past tense</td></tr><tr><td>4</td><td>For 2 Comm ticks insist on present tense</td></tr><tr><td>5</td><td>For 2 Comm ticks insist on future tense, Allow a present tense verb + future time phrase</td></tr></table> **3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above**	

Question	Answer	Marks
3(b)	***Sie waren auf einer Klassenfahrt. Sie schreiben einen Blog über das Thema „Meine Klassenfahrt".***	30

3.1: Award a mark out of 10 for Communication – see generic guidance above

Tick	Accept	Mark
✓✓1	**Description of place(s) the candidate visited on this school trip** For 2 Comm ticks insist on past tense. Allow list/description of places visited. Reward opinions given on these places and reasons.	2
✓✓2	**Account of what the candidate and his/her classmates did on the trip** For 2 Comm ticks insist on past tense. Allow any sensible account given. Reward opinions given and reasons.	2
✓✓3	**Explanation as to whether the candidate does/does not like class trips** For 2 Comm ticks insist on **present tense**. Allow reasons or opinions. Also allow reason for opinion. Allow opinion in the form of description with adjective.	2
✓✓4	**Explanation as to whether the candidate prefers to travel in his/her own country or abroad** For 2 Comm ticks insist on present tense. Allow anything sensible.	2
✓✓5	**Description of where the candidate would like to travel in the future and why** As long as either given, consider task complete. For 2 Comm ticks insist on future time frame as follows: Reward for communication *In der Zukunft möchte ich* + infinitive (ie do not insist on use of *werden* for future reference). Reward for communication the use of the future tense, e.g. *Ich werde* + infinitive Allow a present tense verb + future time phrase *e.g. In der Zukunft* + present tense verb. Allow other appropriate phrases, such as *In der Zukunft habe ich vor… zu* + infinitive/*In der Zukunft plane ich…, etc.* Allow anything sensible. Allow reason for opinion with or without use of *weil*.	2

Question	Answer	Marks
3(b)	**3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above** <table><tr><td>**Communication point**</td><td>**For Verbs, accept:**</td></tr><tr><td>1</td><td>For 2 Comm ticks insist on past tense</td></tr><tr><td>2</td><td>For 2 Comm ticks insist on past tense</td></tr><tr><td>3</td><td>For 2 Comm ticks insist on present tense</td></tr><tr><td>4</td><td>For 2 Comm ticks insist on present tense</td></tr><tr><td>5</td><td>For 2 Comm ticks insist on future tense, Allow a present tense verb + future time phrase</td></tr></table> **3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above**	

Question	Answer	Marks
3(c)	***Als Sie fünf Jahre alt waren, waren Sie eines Tages mit Ihren Eltern in der Stadt. Plötzlich waren Ihre Eltern nicht mehr da!*** **Schreiben Sie die Geschichte weiter:** *Als ich fünf Jahre alt war, war ich eines Tages mit meinen Eltern in der Stadt. Plötzlich waren meine Eltern nicht mehr da….* **3.1: Award a mark out of 10 for Communication – see generic guidance above**	**30**

Tick	Accept	Mark
✓✓1	**Description of candidate's reaction to his/her parents no longer being there** For 2 Comm ticks insist on past tense. Allow anything sensible. Allow reactions in the form of description with adjective, e.g. *Ich hatte Angst.*	2
✓✓2	**Account of who helped the candidate (as a lost 5 year old) and what he/she did to help** As long as either given, consider task complete. For 2 Comm ticks insist on past tense. Allow anything sensible. Reward extra details/reasons/opinions given.	2
✓✓3	**Account of how the candidate's parents found him/her again** For 2 Comm ticks insist on past tense. Allow anything sensible. The account may describe the candidate finding the parents, this is perfectly acceptable. Reward extra details given.	2
✓✓4	**Description of candidate's reaction to the family being together again** For 2 Comm ticks insist on past tense. Allow anything sensible. Allow opinion in the form of description with adjective.	2

Question	Answer	Marks
3(c)	<table><tr><td>**Tick**</td><td>**Accept**</td><td>**Mark**</td></tr><tr><td>✓✓5</td><td>**Explanation as to how the candidate will look after his/her own children in the future** For 2 Comm ticks insist on future time frame as follows: Reward for communication *In der Zukunft möchte ich* + infinitive (ie do not insist on use of *werden* for future reference). Reward for communication the use of the future tense, e.g. *Ich werde* + infinitive Allow a present tense verb + future time phrase *e.g. In der Zukunft* + present tense verb. Allow other appropriate phrases, such as *In der Zukunft habe ich vor… zu* + infinitive/*In der Zukunft plane ich…, etc.* Allow anything sensible. Reward extra details/reasons/opinions given. Allow reason for opinion with or without use of *weil*.</td><td>2</td></tr></table>	

3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above

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 past tense
4	For 2 Comm ticks insist on past tense
5	For 2 Comm ticks insist on future tense, Allow a present tense verb + future time phrase

3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above

Appendix I

Note on using mark schemes with Grade descriptors

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

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

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

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

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

Note on irrelevant material

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

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

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
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.

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)*