

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

**MARK SCHEME for the May/June 2015 series**

**0525 GERMAN (FOREIGN LANGUAGE)**

**0525/41**

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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## 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 clothes item which the candidate might buy in a clothes shop.

**Generic mark scheme for Question 1**

- Answers should be marked for communication. Tolerate inaccuracies, provided the message is clear:
    - (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.
- 1 Session-specific instructions for Question 1: Sie möchten gern Kleidung kaufen. Was kaufen Sie? Machen Sie eine Liste von 8 Kleidungsstücken auf Deutsch.**
- The following are examples. Accept any clothes item/shoes/accessory which the candidate might buy in a clothes shop

ACCEPT	
Anzug	Pullover
Badehose	Rock
Bluse	Sandale
Brille	Schal
Gürtel	Schuhe
Handschuhe	Socken
Hemd	Sonnenbrille
Hose	Stiefel
Hut	T-shirt
Jacke	Unterhose

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Pulli	Unterwäsche
Mantel	
Mütze	
Ohringe	
<b>REFUSE</b>	
Krawatte - example, cannot be credited	

[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).

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(vi) Only reward each piece of information once, e.g. 'mein Haus ist super' cannot score for description and reason for liking ('mein Haus ist super' and 'mein Garten ist super' cannot be rewarded).

(vii) Do not penalise factual errors.

[Total marks for Communication: 10]

Session-specific instructions for Communication marks (Question 2): *Sie beschreiben Ihre Familie.*

Accept		REFUSE
<p>(a) <b>Sagen Sie wie viele Personen es in Ihrer Familie gibt und ob sie Haustiere haben</b> As long as either given, consider task complete. <b>Reward:</b></p> <ul style="list-style-type: none"> <li>number of people in candidate's family/mention of specific people</li> <li>details about family pets</li> </ul>	Tick 1	General statements about family
<p>(b) <b>Sagen Sie wie Sie sich mit Ihrer Familie verstehen</b> <b>Reward:</b></p> <ul style="list-style-type: none"> <li>any comment on how he/she gets on with family</li> <li>also allow reasons/explanations given</li> </ul>	Tick 2	
<p>(c) <b>Sagen Sie was Sie mit Ihrer Familie normalerweise am Abend machen</b> <b>Reward:</b></p> <ul style="list-style-type: none"> <li>any detail about what he/she/the family do together in the evening – e.g. activities, where they are done, how often, opinions about them, reasons for doing them, etc.</li> </ul>	Tick 3	Refuse mere reference to what other family members do. Must include reference to candidate (e.g. wir).
<p>(d) <b>Sagen Sie was Ihre Familie nächstes Wochenende machen wird und warum</b> As long as either is given, consider the task to be complete. <b>Reward:</b></p> <ul style="list-style-type: none"> <li>any detail about plans for the next weekend: e.g. where, with whom, planned activities, etc.</li> <li>Accept reasons given for these choices.</li> </ul> <p><b>Accept:</b> reason for weekend activity with or without use of <i>weil</i>. <b>Accept:</b> use of suitable adjective as a form of reason.</p>	Tick 4	

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## **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)**

<b>5</b>	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.
<b>4</b>	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
<b>3</b>	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.
<b>2</b>	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
<b>1</b>	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
<b>0</b>	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).

<b>2 ticks</b>	Message clearly communicated*. Minor errors (adjective endings, use of prepositions, etc.) are tolerated.
<b>1 tick</b>	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.**
<b>0 ticks</b>	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]**

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### 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 gemachen.</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 gemachen.</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 gemachen.</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.
<i>Ich habe einen Ausflug in die Berge gemacht.</i>	2	Minor error is tolerated

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**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 (was 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.

### 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 essen oft im Restaurant. Sie waren gestern Abend in einem Restaurant, um zu feiern. Leider gab es einige Probleme. Sie schreiben einen Brief an Ihren Brieffreund/ an Ihre Brieffreundin, um den Abend zu beschreiben.*

Tick	Accept	Refuse	Mark
1+2	<p><b>Explanation as to whether candidate likes eating in restaurant and why</b></p> <p>For 2 Comm Insist on present tense. Allow anything sensible, e.g. reference to a specific place. No need to insist on inclusion of <i>weil</i>. Allow opinion in the form of description with adjective (e.g. <i>Das Essen im Restaurant ist normalerweise sehr lecker</i>).</p>		2+2
3	<p><b>Account of why the candidate went to the restaurant yesterday</b></p> <p>For 2 Comm Insist on past tense. Allow anything sensible. No need to insist on inclusion of <i>weil</i>.</p>		2



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Tick	Accept	Refuse	
4	<p><b>Description of problems at the restaurant</b> For 2 Comm Insist on past tense. Allow anything sensible. Allow opinion in the form of description with adjective (e.g. <i>Das Essen war schlecht</i>).</p>	I had two problems at the restaurant	2
5	<p><b>Description of how the candidate would like to celebrate his/her birthday next year</b> Reward for communication <i>Nächstes Jahr möchte ich</i> + infinitive (i.e. do not insist on use of <i>werden</i> for future reference). Reward for communication the use of the future tense, e.g. <i>Ich werde nächstes Jahr zu Hause feiern</i>. Allow a present tense verb + future time phrase eg <i>nächstes Jahr feiern wir bei mir zu Hause</i>. Allow other appropriate phrases, such as <i>Nächstes Jahr habe ich vor... zu + infinitive/Nächstes Jahr plane ich..., etc.</i></p>		2

**Question 3 (b): Sie versuchen umweltfreundlich zu leben. Schreiben Sie einen Artikel für die Schülerzeitung.**

Tick	Accept	Refuse	Mark
1	<p><b>Reasons why the candidate thinks it's important to be environmentally friendly</b> Allow anything sensible. No need to insist on inclusion of <i>weil</i>. Adjectives can convey the meaning.</p>		2
2+3	<p><b>Account of what the candidate has already done to pursue an environmentally friendly life-style.</b> For 2 Comm Insist on past tense. Descriptions of what the candidate has done can convey the meaning.</p>		2+2
4	<p><b>Account of friends' opinions on the environment</b> Allow anything sensible. Also accept reasons for opinions (with or without use of <i>weil</i>.). Accept use of suitable adjective as a form of reason.</p>		2
5	<p><b>Description of what the next generation should do in the future in order to protect the environment</b> Allow use of pronouns <i>wir/sie</i> for <i>die nächste Generation</i>. Reward for communication the use of modal verb + infinitive to express future intention, e.g. <i>In der Zukunft sollen wir</i> + infinitive Reward for communication the use of the future, e.g. <i>In der Zukunft werden wir</i> + infinitive. Allow a present tense verb + future time phrase, e.g. <i>Nächsten Sommer sollen wir mehr zu Fuß gehen</i>. Allow other appropriate phrases, such as <i>In der Zukunft haben wir vor... zu + infinitive/In der Zukunft planen wir ... etc.</i></p>		2

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Question 3 (c): *Als Sie letzten Sommer auf Urlaub waren, haben Sie eine alte Freundin wiedergesehen.*

	Accept	Refuse	Mark
1	<p><b>Description of where/how the candidate saw his/her old friend</b> For 2 Comm Insist on past tense Allow anything sensible</p>		2
2	<p><b>Account of activities the candidate did after meeting the old friend</b> For 2 Comm Insist on past tense Allow anything sensible</p>		2
3+4	<p><b>Opinions of the candidate's parents regarding the old friend and reasons for these opinions</b> Do not insist on past tense. Allow anything sensible. No need to insist on inclusion of <i>weil</i>. Allow reasons in the form of description with adjective, e.g. <i>Mein Freund war nett</i>.</p>	Candidate's opinions about the friend	2+2
5	<p><b>Description of candidate's plans for next year's holiday</b> Reward for communication <i>Nächstes Jahr möchte ich</i> + infinitive (i.e. do not insist on use of <i>werden</i> for future reference) Reward for communication the use of the future tense, e.g. <i>Ich werde nächstes Jahr ins Ausland fahren</i>. Allow a present tense verb + future time phrase eg <i>nächstes Jahr fahren wir ins Ausland</i>. Allow other appropriate phrases, such as <i>Nächstes Jahr habe ich vor... zu + infinitive/Nächstes Jahr plane ich..., etc. vor... zu + infinitive/Nächste Woche planen wir..., etc.</i></p>		2

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### 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)**
  - 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)

**NB** 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.

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**Examples:****Subject with verb**

Tick	No tick	Note
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

**With separable verbs**

Tick	No tick	Note
Ich lege ein Foto bei (✓)	Ich beilege ein Foto ( <i>no tick</i> )	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 ( <i>no tick</i> )	prefix needs to be separated where appropriate for the verb to score

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### 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

### 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. (✓)		

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### 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 ( <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 (no tick) 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 (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

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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:

3 (a)

Task	Expected Tense
Sagen Sie, ob Sie gern im Restaurant essen und warum	Present Tense
Erklären Sie, warum Sie gestern ins Restaurant gegangen sind	Past Tense (Perfect or Simple Past)
Beschreiben Sie, was für Probleme es gestern im Restaurant gab	Past Tense (Perfect or Simple Past)
Beschreiben Sie, was für Probleme es gestern im Restaurant gab	Future or Present Tense

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3 (b)

Task	Expected Tense
Erklären Sie, warum es für Sie so wichtig ist, umweltfreundlich zu sein	Present Tense
Erzählen Sie, was Sie letzten Monat gemacht haben, um einen umweltfreundlichen Lebensstil zu führen	Past Tense (Perfect or Simple Past)
Erklären Sie, was Ihre Freunde über die Umwelt denken	Present Tense
Sagen Sie, wie die nächste Generation leben sollte, um die Umwelt zu schützen	Future, Conditional or Present Tense

3 (c)

Task	Expected Tense
Beschreiben Sie, wo Sie die alte Freundin wieder gesehen haben	Past Tense (Perfect or Simple Past)
Erzählen Sie, was Sie danach gemacht haben	Past Tense (Perfect or Simple Past)
Sagen Sie, was Ihre Eltern von Ihrer alten Freundin dachten und warum	Past Tense (Perfect or Simple Past) Or Present Tense
Beschreiben Sie Ihre Pläne für Ihren nächsten Urlaub	Future or Present Tense



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

#### Generic mark scheme for other linguistic features (Question 3)

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

(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*

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- 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.