



**Cambridge Assessment International Education**  
Cambridge International General Certificate of Secondary Education

---

**GERMAN**

**0525/42**

Paper 4 Writing

**October/November 2019**

MARK SCHEME

Maximum Mark: 50

---

**Published**

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

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

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

Cambridge International is publishing the mark schemes for the October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

---

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

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:**

<b>(a)</b>	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>(b)</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:**

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

**2.3 Annotation used in the Mark Scheme:**

<b>(a)</b>	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
<b>(b)</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
<b>Question 1</b>	<p>Candidates are required to list eight items in German. Read all of the items that the candidate has listed and award marks as follows:</p> <p>(i) <b>Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5.</b> Stop ticking once 5 items have been rewarded.</p> <p>(ii) On <b>Question 1</b>, award marks for items wherever the candidate has written them.</p> <p>(iii) If the candidate offers more than one word per line, award a mark for each acceptable item.</p> <p>(iv) The pictures provided on the question paper are only suggestions.</p> <p>(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.</p> <p>(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.</p> <ul style="list-style-type: none"> <li>• ‘If in doubt, sound it out’: if you read what the candidate has written, does it sound like the correct answer?</li> <li>• Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created.</li> <li>• 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).</li> <li>• Where letters are transposed, the word is likely to communicate (unless another word has been created).</li> </ul> <p>(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.</p> <p>(viii) Refuse all nouns which are repeated and which do not have a separate meaning:</p> <ul style="list-style-type: none"> <li>• <i>Hose, kurze Hose</i>: award one mark to each item</li> <li>• <i>Kleine Hose, blaue Hose</i>: award one mark for the first <i>Hose</i></li> </ul> <p>(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa</p>	

Question	Answer				Marks				
<p>1</p> <p>Sie sind im Urlaub. Was machen Sie? Machen Sie eine Liste von 8 Möglichkeiten <b>auf Deutsch</b>.                      The following are examples. Accept any appropriate holiday activities which the candidate might choose:</p>	<table border="1"> <thead> <tr> <th data-bbox="344 316 654 379">ACCEPT</th> <th data-bbox="654 316 958 379"></th> <th data-bbox="958 316 1265 379">REFUSE</th> <th data-bbox="1265 316 1570 379"></th> </tr> </thead> </table>				ACCEPT		REFUSE		<p><b>5</b></p>
	ACCEPT		REFUSE						
	Schwimmen		Angeln: <i>this is the example so cannot be credited</i>						
	Segeln								
	Reiten								
	Radfahren / Rad / fahre Rad								
	Fernsehen / sehe fern		fern						
	Lesen								
	Federball								
	Tennis								
	Wandern								
<p><b>Total for Question 1: 5 marks</b></p>									

Question	Answer	Marks
<p><b>Question 2</b></p> <p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> <li>• <b>Communication: award a mark out of 10, according to the instructions in 2.1.</b></li> <li>• <b>Language: award a mark out of 5, according to the instructions in 2.2.</b></li> </ul>		
2	<p><b><i>Sie schreiben über Schule und Hausaufgaben.</i></b></p> <p><b><u>2.1: Award a mark out of 10 for Communication</u></b></p> <p>(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point in the body of the answer.</p> <p>(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the tasks must be covered to get the 10 communication marks:</p> <ul style="list-style-type: none"> <li>• <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9.</li> <li>• <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on).</li> </ul> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling use ‘rules’ in Question 1: look alike, sound alike, etc.)</p> <p>(v) <u>LISTS</u> = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks</p> <ul style="list-style-type: none"> <li>• Ich <u>habe</u> lange schwarze Haare, blaue Augen und einen kleinen Mund = 1 mark (1 verb = a list of 3)</li> <li>• ich <u>habe</u> lange, schwarze Haare (1), ich <u>bin</u> ganz klein (1), und ich <u>bin</u> hübsch (1) = 3 marks (3 verbs).</li> </ul> <p>(vi) Only reward each piece of information once, e.g. ‘mein Haus ist super’ cannot score both as description and reason for liking (‘mein Haus ist super’ and ‘mein Garten ist super’ can both be rewarded).</p> <p>(vii) Do not penalise factual errors.</p> <p>(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.</p>	15



Question	Answer		Marks
2	Tick	Accept	
	✓1	<p><b>Sagen Sie, wann und wo Sie Ihre Hausaufgaben machen.</b></p> <p>As long as either is given, consider the task to be complete.</p> <p><b>REWARD:</b></p> <ul style="list-style-type: none"> <li>any statements referring to appropriate time or place</li> </ul>	
	✓2	<p><b>Erklären Sie, was Sie über Hausaufgaben denken.</b></p> <p><b>ACCEPT:</b> any reason (positive or negative) with or without <i>weil</i></p> <p><b>REWARD:</b></p> <ul style="list-style-type: none"> <li>any suitable adjective</li> </ul>	
	✓3	<p><b>Sagen Sie, was Ihr Lieblingsfach ist und warum.</b></p> <p>As long as either is given, consider the task to be complete.</p> <p><b>ACCEPT:</b> Any adjective / reason with or without <i>weil</i></p> <p><b>REWARD:</b></p> <ul style="list-style-type: none"> <li>any detail about favourite subject.</li> </ul>	
	✓4	<p><b>Beschreiben Sie, was Sie morgen in der Schule machen werden.</b></p> <p><b>REWARD:</b></p> <ul style="list-style-type: none"> <li>any activity which could take place in school and any further details / reasons.</li> </ul>	

Question	Answer	Marks												
	<p><b><u>2.2: Award a mark out of 5 for Language</u></b></p> <p>Award a mark out of five for Language*, according to the Grade descriptors in the table below (see <i>Note on using mark schemes with Grade descriptors</i> (last page of mark scheme)).</p> <p>If answer is completely off topic, e.g. candidate wrote about their holidays, no Language marks can be awarded.</p> <p>If candidate misunderstood the questions but answered broadly within the topic, e.g. wrote about themselves, their own job, likes, dislikes, do not award for Communication but do award for Language.</p> <p><b>Grade descriptors for Language (Question 2)</b></p> <table border="1" data-bbox="349 587 1805 1254"> <tbody> <tr> <td data-bbox="349 587 427 754">5</td> <td data-bbox="427 587 1805 754">Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.</td> </tr> <tr> <td data-bbox="349 754 427 890">4</td> <td data-bbox="427 754 1805 890">Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td data-bbox="349 890 427 1026">3</td> <td data-bbox="427 890 1805 1026">Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.</td> </tr> <tr> <td data-bbox="349 1026 427 1121">2</td> <td data-bbox="427 1026 1805 1121">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="349 1121 427 1193">1</td> <td data-bbox="427 1121 1805 1193">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="349 1193 427 1254">0</td> <td data-bbox="427 1193 1805 1254">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> <p data-bbox="349 1289 1164 1321">*Consider the whole answer when awarding mark for language</p> <p data-bbox="1435 1289 1928 1385" style="text-align: right;"><b>Total for Communication: 10 marks</b> <b>Total for Language: 5 marks</b> <b>Total for Question 2: 15 marks</b></p>	5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.	4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.	3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.	2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.	1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.	0	One or two disjointed words or short phrases may be recognisable.	
5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.													
4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.													
3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.													
2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.													
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.													
0	One or two disjointed words or short phrases may be recognisable.													

Question	Answer	Marks						
<p><b>Question 3</b></p> <p>Candidates answer one question from a choice of three. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> <li>• <b>Communication:</b> award a mark out of 10, according to the instructions in 3.1.</li> <li>• <b>Language:</b> 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.</li> </ul> <p><b>For question-specific guidance, see later in this mark scheme.</b></p> <p><b><u>3.1: Award a mark out of 10 for Communication</u></b></p> <p>(i) There are five relevant communication points per question, each worth a maximum of 2 marks.</p> <p>(ii) For each relevant communication point, use the appropriate numbered tick and place up to two of these ticks as close as possible to each relevant communication point (in the body of the answer).</p> <table border="1" data-bbox="176 794 1977 991"> <tbody> <tr> <td data-bbox="176 794 333 860"><b>2 ticks</b></td> <td data-bbox="333 794 1977 860">Message clearly communicated.* Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="176 860 333 925"><b>1 tick</b></td> <td data-bbox="333 860 1977 925">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.**</td> </tr> <tr> <td data-bbox="176 925 333 991"><b>0 ticks</b></td> <td data-bbox="333 925 1977 991">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>*in the appropriate time frame **irrespective of time frame, attempt at an appropriate verb is made, verb may be incorrect but recognisable</p> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p><b>Please refer to Appendix II for generic guidance on awarding ticks for Communication.</b></p>			<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.
<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.							

Question	Answer	Marks																				
<p><b><u>3.2: Award a mark out of 8 for accurate use of Verbs</u></b></p>																						
<p>When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. <b>For question-specific guidance, see later in this mark scheme.</b></p>																						
<p>(i) Place a tick above the <b>first</b> 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 eight using the Conversion table below.</p>																						
<p style="text-align: center;"><b>Conversion table for accurate use of Verbs (Question 3)</b></p>																						
<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="792 564 1167 644">Number of ticks</th> <th data-bbox="1167 564 1447 644">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="792 644 1167 708" style="text-align: center;">18+</td> <td data-bbox="1167 644 1447 708" style="text-align: center;">8</td> </tr> <tr> <td data-bbox="792 708 1167 772" style="text-align: center;">16,17</td> <td data-bbox="1167 708 1447 772" style="text-align: center;">7</td> </tr> <tr> <td data-bbox="792 772 1167 836" style="text-align: center;">14,15</td> <td data-bbox="1167 772 1447 836" style="text-align: center;">6</td> </tr> <tr> <td data-bbox="792 836 1167 900" style="text-align: center;">12,13</td> <td data-bbox="1167 836 1447 900" style="text-align: center;">5</td> </tr> <tr> <td data-bbox="792 900 1167 963" style="text-align: center;">10,11</td> <td data-bbox="1167 900 1447 963" style="text-align: center;">4</td> </tr> <tr> <td data-bbox="792 963 1167 1027" style="text-align: center;">8,9</td> <td data-bbox="1167 963 1447 1027" style="text-align: center;">3</td> </tr> <tr> <td data-bbox="792 1027 1167 1091" style="text-align: center;">6,7</td> <td data-bbox="1167 1027 1447 1091" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="792 1091 1167 1155" style="text-align: center;">4,5</td> <td data-bbox="1167 1091 1447 1155" style="text-align: center;">1</td> </tr> <tr> <td data-bbox="792 1155 1167 1233" style="text-align: center;">0,1,2,3</td> <td data-bbox="1167 1155 1447 1233" style="text-align: center;">0</td> </tr> </tbody> </table>			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
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																								
<p><b>How to award ticks for accurate use of Verbs (Question 3):</b></p> <ul style="list-style-type: none"> <li>• <b>both subject and verb must be correct for the verb to score a tick</b> <ul style="list-style-type: none"> <li>– <b>Subject (= subject noun or pronoun including article or possessive) + any finite verb</b></li> <li>– Disregard adjectives, relative clauses, qualifiers and modifiers when looking at the 'subject'</li> <li>– Minor spelling errors in the subject will be tolerated</li> <li>– Capitalisation of nouns will be considered under <i>Other linguistic features</i></li> <li>– <b>Ignore inaccuracies in the use of umlauts except where lack/addition of umlaut creates another word, e.g. Accept: <i>wir müssen</i> (could not mean anything else), but do not accept <i>ich mochte</i> where <i>ich möchte</i> is required (word means something different).</b></li> </ul> </li> <li>• <b>verb must be in the <u>appropriate tense</u> to score a tick (see session-specific tables on tenses)</b></li> </ul> <p><b>Note:</b> exclude letter etiquette from verb ticks (<i>Hallo, Wie geht es dir?</i>) consider under OLF.</p> <p>Do not award a verb tick where an accurate verb form is used in a sentence that conveys no meaning.</p> <p><b>Subject with verb</b></p> <table border="1" data-bbox="165 790 2033 1120"> <thead> <tr> <th data-bbox="165 790 797 857">Tick</th> <th data-bbox="797 790 1415 857">No tick</th> <th data-bbox="1415 790 2033 857">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="165 857 797 924">Ich bin (✓)</td> <td data-bbox="797 857 1415 924"></td> <td data-bbox="1415 857 2033 924"></td> </tr> <tr> <td data-bbox="165 924 797 991">Ich spiele (✓)</td> <td data-bbox="797 924 1415 991">Ich spielt (<i>no tick</i>)</td> <td data-bbox="1415 924 2033 991">verb form must be correctly spelt</td> </tr> <tr> <td data-bbox="165 991 797 1058">Der Mann kommt (✓)</td> <td data-bbox="797 991 1415 1058">Den Mann kommt (<i>no tick</i>)</td> <td data-bbox="1415 991 2033 1058">subject must be correct</td> </tr> <tr> <td data-bbox="165 1058 797 1120">Ich bin gegangen (✓)</td> <td data-bbox="797 1058 1415 1120">Ich habe gegangen (<i>no tick</i>)</td> <td data-bbox="1415 1058 2033 1120">insist on correct auxiliary</td> </tr> </tbody> </table> <p><b>With reflexive verbs</b></p> <table border="1" data-bbox="165 1208 2033 1441"> <thead> <tr> <th data-bbox="165 1208 797 1276">Tick</th> <th data-bbox="797 1208 1415 1276">No tick</th> <th data-bbox="1415 1208 2033 1276">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="165 1276 797 1343">Ich wasche mich (✓)</td> <td data-bbox="797 1276 1415 1343">Ich wasche sich (<i>no tick</i>)</td> <td data-bbox="1415 1276 2033 1343">insist on correct reflexive pronoun</td> </tr> <tr> <td data-bbox="165 1343 797 1441"></td> <td data-bbox="797 1343 1415 1441">Ich wasche mich das Auto (<i>no tick</i>)</td> <td data-bbox="1415 1343 2033 1441">'waschen' should not be used reflexively in this statement</td> </tr> </tbody> </table>			Tick	No tick	Note	Ich bin (✓)			Ich spiele (✓)	Ich spielt ( <i>no tick</i> )	verb form must be correctly spelt	Der Mann kommt (✓)	Den Mann kommt ( <i>no tick</i> )	subject must be correct	Ich bin gegangen (✓)	Ich habe gegangen ( <i>no tick</i> )	insist on correct auxiliary	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
Tick	No tick	Note																								
Ich bin (✓)																										
Ich spiele (✓)	Ich spielt ( <i>no tick</i> )	verb form must be correctly spelt																								
Der Mann kommt (✓)	Den Mann kommt ( <i>no tick</i> )	subject must be correct																								
Ich bin gegangen (✓)	Ich habe gegangen ( <i>no tick</i> )	insist on correct auxiliary																								
Tick	No tick	Note																								
Ich wasche mich (✓)	Ich wasche sich ( <i>no tick</i> )	insist on correct reflexive pronoun																								
	Ich wasche mich das Auto ( <i>no tick</i> )	'waschen' should not be used reflexively in this statement																								

Question	Answer	Marks
<b>With separable verbs</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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
<b>Word order</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Ich bin <u>geflogen</u> gestern. (✓)		Tolerate incorrect word order for compound tenses as long as communication is not impeded, (consider under <i>Other linguistic features</i> )
Jeden Tag ich fahre mit dem Bus. (✓)		Tolerate wrong word order when main verb is not in position 2 for verb tick.
Ich habe gesonnt mich (✓)		Tolerate incorrect word order, consider under OLF
Wenn das Wetter schön ist (✓), wir gehen immer in den Park. (✓)		Tolerate wrong word order in sub-clauses for verb tick. Annotate for extra ling. features.
Wer bist du (?) (✓)	Wer du bist (?) (no tick)	inversion required with question word

Question	Answer	Marks
<b>Compound tenses</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Ich habe gekauft (✓)	Ich hat gekauft. (no tick)	auxiliary must be correct
Wir sind gefahren. (✓)	Wir haben gefahren. (no tick)	auxiliary must be correct
Ich werde singen. (✓)		future credited as compound tense, so no extra tick for infinitive
Er würde ein neues Auto kaufen. (✓)		conditional credited, so no extra tick for infinitive
Wir werden mit dem Bus fahren. (✓)		1 tick for compound tense
Wir werden fahren mit dem Bus. (✓)		Tolerate incorrect word order for compound tenses as long as communication is not impeded, (consider under <i>Other linguistic features</i> )
<b>Single auxiliary with multiple past participles</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Wir haben gesungen und getanzt (✓) (✓)		Wir haben gesungen = tick 1; Wir haben getanzt = tick 2

Question	Answer	Marks
<b>Verbs with negative</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
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 (✓)		
<b>Correct verb within meaningless statement</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Der Tag war lang (✓)	Der Tag war klug ( <i>no tick</i> )	do not reward a correct verb in a meaningless statement



Question	Answer	Marks
<b>Infinitive/Modal constructions</b>		
<b>Tick</b>	<b>No tick</b>	<b>Note</b>
Ich kann (✓) gut spielen (✓)		
Ich kannst ( <i>no tick</i> ) gut spielen (✓)		incorrect verb form but correct infinitive
Ich kann (✓) spielen (✓) gut		Tolerate infinitive in incorrect position, Consider word order in <i>Other linguistic features</i>
Ich will (✓) spiele ( <i>no tick</i> )		incorrect spelling of infinitive
Er hat versucht (✓) fit zu bleiben (✓)		
Er hat versucht (✓) fit bleiben ( <i>no tick</i> )		zu is omitted, hence infinitive cannot be credited
Ich möchte (✓) zu studieren ( <i>no tick</i> )		zu is incorrectly added, hence infinitive cannot be credited
<b>Reward only the first occurrence of a verb, e.g.</b>		
<ul style="list-style-type: none"> <li>• Ich mag (✓) Schwimmen. Ich mag (<i>no tick</i>) auch Tennis.</li> <li>• Ich mag (✓) Schwimmen. Ich mag (<i>no tick</i>) Tennis nicht.</li> <li>• Hier gibt es (✓) Berge und Flüsse. Es gibt auch (<i>no tick</i>) ...</li> </ul>		
<b>However,</b>		
<ul style="list-style-type: none"> <li>• Ich mag (✓) Schwimmen und mein Bruder mag (✓) Tennis – 2 different persons of the verb</li> <li>• Mein Bruder mag Schwimmen (✓) und meine Schwester mag (<i>no tick</i>) Tennis – both third person usage</li> <li>• Sie ist (✓) unglücklich, es ist (<i>no tick</i>) nicht gut – both third person usage</li> </ul>		

**PUBLISHED**

Question	Answer	Marks
	<p><b>Register</b></p> <p>Reward Language if incorrect register (<i>du</i>) is used as long as this is consistently done. (But note that incorrect register will be penalised under Other Linguistic Features.)</p> <p>If candidates' register is inconsistent within the context, i.e. if they write an inappropriate mixture of <i>du</i> and <i>Sie</i> within the same context, go with the most frequently used and only tick those for Language (if otherwise correct).</p> <p><b><u>3.3: Award a mark out of 12 for Other linguistic features</u></b></p> <p>(i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see Note on using mark schemes with Grade descriptors (Appendix I)).</p> <p>(ii) 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.</p> <p>(iii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:</p> <ul style="list-style-type: none"> <li>• Use of capital/lower-case letters in nouns and pronouns</li> <li>• Use of nouns (case agreement and use of determiners)</li> <li>• Use of prepositions, followed by case agreement</li> <li>• Adjectives (including comparatives and superlatives), possessives and demonstratives</li> <li>• 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)</li> <li>• Subordinate clauses (use of <i>wenn</i>, <i>weil</i>, <i>dass</i>, <i>als</i>, <i>seit</i>, etc.)</li> <li>• Negatives (<i>nicht</i>, <i>nie</i>, <i>weder...noch</i>, use of <i>kein</i>)</li> <li>• Linking words and conjunctions other than <i>und/aber</i></li> <li>• Adverbs and adverbial phrases</li> <li>• Relative clauses, including use of relative pronouns</li> <li>• Object pronouns, direct and indirect</li> <li>• Appropriate use of register/letter etiquette.</li> </ul>	

Question	Answer	Marks
<b>Grade descriptors for Other linguistic features (Question 3)</b>		
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>	
<p><b>Total for Communication: 10 marks</b>  <b>Total for Verbs: 8 marks</b>  <b>Total for Other linguistic features: 12 marks</b>  <b>Total for Question 3: 30 marks</b></p>		

Question	Answer	Marks															
<b>Question specific Guidance for Question 3</b>																	
3(a)	<p><b>Sie haben neulich ein Picknick mit Ihren Freunden gemacht. Sie schreiben eine E-Mail an Ihren Brieffreund / Ihre Brieffreundin.</b></p> <p><b>3.1: Award a mark out of 10 for Communication – see generic guidance above</b></p> <table border="1" data-bbox="349 416 1917 1217"> <thead> <tr> <th data-bbox="349 416 483 480">Tick</th> <th data-bbox="483 416 1783 480">Accept</th> <th data-bbox="1783 416 1917 480">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="349 480 483 647">✓✓1</td> <td data-bbox="483 480 1783 647"> <p><b>Sagen Sie, wo und mit wem Sie Ihr Picknick gemacht haben.</b> Consider task complete as long as either detail is given. For two Communication ticks, insist on past tense. Allow any detail referring to where/with whom the picnic happened.</p> </td> <td data-bbox="1783 480 1917 647" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="349 647 483 815">✓✓2</td> <td data-bbox="483 647 1783 815"> <p><b>Beschreiben Sie, was Sie gegessen und getrunken haben.</b> Consider task complete as long as either detail is given For two Communication ticks, insist on past tense. Allow any detail referring to food and/or drink consumed at the picnic.</p> </td> <td data-bbox="1783 647 1917 815" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="349 815 483 1015">✓✓3</td> <td data-bbox="483 815 1783 1015"> <p><b>Erklären Sie, ob Sie Picknicks mögen und warum.</b> Consider task complete as long as either detail is given. For two Communication ticks, insist on present tense. Allow anything sensible. Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p> </td> <td data-bbox="1783 815 1917 1015" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="349 1015 483 1217">✓✓4</td> <td data-bbox="483 1015 1783 1217"> <p><b>Erklären Sie, warum es wichtig / nicht wichtig ist, an der frischen Luft zu sein.</b> For two Communication ticks, a reason must be given. For two Communication ticks, insist on present tense. Allow anything sensible. Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p> </td> <td data-bbox="1783 1015 1917 1217" style="text-align: center;">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓✓1	<p><b>Sagen Sie, wo und mit wem Sie Ihr Picknick gemacht haben.</b> Consider task complete as long as either detail is given. For two Communication ticks, insist on past tense. Allow any detail referring to where/with whom the picnic happened.</p>	2	✓✓2	<p><b>Beschreiben Sie, was Sie gegessen und getrunken haben.</b> Consider task complete as long as either detail is given For two Communication ticks, insist on past tense. Allow any detail referring to food and/or drink consumed at the picnic.</p>	2	✓✓3	<p><b>Erklären Sie, ob Sie Picknicks mögen und warum.</b> Consider task complete as long as either detail is given. For two Communication ticks, insist on present tense. Allow anything sensible. Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p>	2	✓✓4	<p><b>Erklären Sie, warum es wichtig / nicht wichtig ist, an der frischen Luft zu sein.</b> For two Communication ticks, a reason must be given. For two Communication ticks, insist on present tense. Allow anything sensible. Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p>	2	<b>30</b>
Tick	Accept	Mark															
✓✓1	<p><b>Sagen Sie, wo und mit wem Sie Ihr Picknick gemacht haben.</b> Consider task complete as long as either detail is given. For two Communication ticks, insist on past tense. Allow any detail referring to where/with whom the picnic happened.</p>	2															
✓✓2	<p><b>Beschreiben Sie, was Sie gegessen und getrunken haben.</b> Consider task complete as long as either detail is given For two Communication ticks, insist on past tense. Allow any detail referring to food and/or drink consumed at the picnic.</p>	2															
✓✓3	<p><b>Erklären Sie, ob Sie Picknicks mögen und warum.</b> Consider task complete as long as either detail is given. For two Communication ticks, insist on present tense. Allow anything sensible. Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p>	2															
✓✓4	<p><b>Erklären Sie, warum es wichtig / nicht wichtig ist, an der frischen Luft zu sein.</b> For two Communication ticks, a reason must be given. For two Communication ticks, insist on present tense. Allow anything sensible. Allow use of adjectives to give reasons (no need to insist on inclusion of <i>weil</i>)</p>	2															

Question	Answer		Marks												
3(a)	✓✓5	<p><b>Sagen Sie, wann Sie zum nächsten Mal ein Picknick machen werden.</b>                      Reward any detail referring to when a future picnic will take place.                      For two Communication ticks, insist on future tense.                      Reward for communication the use of the future tense, e.g. <i>Wir werden im Sommer ...+infinitive</i>                      Allow <i>Im Sommer sollen</i> + infinitive (i.e. do not insist on use of <i>werden</i> for future reference).                      Allow a present tense verb + future time phrase, e.g. <i>Im Sommer macht man...</i>                      Allow other appropriate phrases, such as <i>Im Sommer haben wir vor... zu + infinitive/planen wir..., etc.</i></p>	2												
<p><b><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></b></p>															
<table border="1"> <thead> <tr> <th data-bbox="349 632 600 719">Communication point</th> <th data-bbox="607 632 1861 719">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="349 724 600 788">1</td> <td data-bbox="607 724 1861 788">For two Communication ticks insist on past tense</td> </tr> <tr> <td data-bbox="349 793 600 857">2</td> <td data-bbox="607 793 1861 857">For two Communication ticks insist on past tense</td> </tr> <tr> <td data-bbox="349 861 600 925">3</td> <td data-bbox="607 861 1861 925">For two Communication ticks insist on present tense</td> </tr> <tr> <td data-bbox="349 930 600 994">4</td> <td data-bbox="607 930 1861 994">For two Communication ticks insist on present tense</td> </tr> <tr> <td data-bbox="349 999 600 1078">5</td> <td data-bbox="607 999 1861 1078">For two Communication ticks insist on future tense. Allow a present tense verb + future time phrase</td> </tr> </tbody> </table>				Communication point	For Verbs, accept:	1	For two Communication ticks insist on past tense	2	For two Communication ticks insist on past tense	3	For two Communication ticks insist on present tense	4	For two Communication ticks insist on present tense	5	For two Communication ticks insist on future tense. Allow a present tense verb + future time phrase
Communication point	For Verbs, accept:														
1	For two Communication ticks insist on past tense														
2	For two Communication ticks insist on past tense														
3	For two Communication ticks insist on present tense														
4	For two Communication ticks insist on present tense														
5	For two Communication ticks insist on future tense. Allow a present tense verb + future time phrase														
<p><b><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></b></p>															

Question	Answer	Marks																		
3(b)	<p><b>Letzte Woche gab es einen Feiertag, und Sie hatten schulfrei. Sie schreiben einen Artikel für die Schülerzeitung.</b>  <b>3.1: Award a mark out of 10 for Communication – see generic guidance above</b></p> <table border="1" data-bbox="349 316 1861 1321"> <thead> <tr> <th data-bbox="349 316 448 379">Tick</th> <th data-bbox="448 316 1747 379">Accept</th> <th data-bbox="1747 316 1861 379">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="349 379 448 517">✓✓1</td> <td data-bbox="448 379 1747 517"> <b>Erzählen Sie, wie Sie und Ihre Familie an diesem Tag gefeiert haben.</b>            For two Communication ticks, insist on past tense.            Allow any detail about how you and your family celebrated.         </td> <td data-bbox="1747 379 1861 517">2</td> </tr> <tr> <td data-bbox="349 517 448 651">✓✓2</td> <td data-bbox="448 517 1747 651"> <b>Erklären Sie, was Ihre Schulfreunde an diesem Tag gemacht haben.</b>            For two Communication ticks, insist on past tense.            Allow description/detail about what your school-friend(s) did.         </td> <td data-bbox="1747 517 1861 651">2</td> </tr> <tr> <td data-bbox="349 651 448 817">✓✓3</td> <td data-bbox="448 651 1747 817"> <b>Erklären Sie, welche Feiertage Sie wichtig finden und warum.</b>            Consider task complete as long as either detail is given.            For two Communication ticks, insist on present tense.            Accept any reason given, with or without the use of <i>weil</i>.         </td> <td data-bbox="1747 651 1861 817">2</td> </tr> <tr> <td data-bbox="349 817 448 951">✓✓4</td> <td data-bbox="448 817 1747 951"> <b>Denken Sie, dass es zu viele schulfreie Tage gibt? Warum / warum nicht?</b>            For two Communication ticks, insist on a reason with or without the use of <i>weil</i>.            For two Communication ticks, insist on present tense.         </td> <td data-bbox="1747 817 1861 951">2</td> </tr> <tr> <td data-bbox="349 951 448 1321">✓✓5</td> <td data-bbox="448 951 1747 1321"> <b>Sagen Sie, was Sie am nächsten Feiertag machen werden.</b>            Accept any detail about plans for a future celebration.            Accept a broad definition of <i>Feiertag</i>.            For two Communication ticks, insist on future tense.            Reward for communication e.g. <i>Zu Weihnachten möchte ich + infinitive</i> (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>Zu Weihnachten wird + infinitive</i> Allow a present tense verb + future time phrase e.g. <i>Zu Weihnachten fahren wir...</i>            Allow other appropriate phrases, such as <i>Zu Weihnachten haben wir vor... zu + infinitive/Zu Weihnachten planen wir..., etc.</i> </td> <td data-bbox="1747 951 1861 1321">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓✓1	<b>Erzählen Sie, wie Sie und Ihre Familie an diesem Tag gefeiert haben.</b> For two Communication ticks, insist on past tense. Allow any detail about how you and your family celebrated.	2	✓✓2	<b>Erklären Sie, was Ihre Schulfreunde an diesem Tag gemacht haben.</b> For two Communication ticks, insist on past tense. Allow description/detail about what your school-friend(s) did.	2	✓✓3	<b>Erklären Sie, welche Feiertage Sie wichtig finden und warum.</b> Consider task complete as long as either detail is given. For two Communication ticks, insist on present tense. Accept any reason given, with or without the use of <i>weil</i> .	2	✓✓4	<b>Denken Sie, dass es zu viele schulfreie Tage gibt? Warum / warum nicht?</b> For two Communication ticks, insist on a reason with or without the use of <i>weil</i> . For two Communication ticks, insist on present tense.	2	✓✓5	<b>Sagen Sie, was Sie am nächsten Feiertag machen werden.</b> Accept any detail about plans for a future celebration. Accept a broad definition of <i>Feiertag</i> . For two Communication ticks, insist on future tense. Reward for communication e.g. <i>Zu Weihnachten möchte ich + infinitive</i> (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>Zu Weihnachten wird + infinitive</i> Allow a present tense verb + future time phrase e.g. <i>Zu Weihnachten fahren wir...</i> Allow other appropriate phrases, such as <i>Zu Weihnachten haben wir vor... zu + infinitive/Zu Weihnachten planen wir..., etc.</i>	2	30
Tick	Accept	Mark																		
✓✓1	<b>Erzählen Sie, wie Sie und Ihre Familie an diesem Tag gefeiert haben.</b> For two Communication ticks, insist on past tense. Allow any detail about how you and your family celebrated.	2																		
✓✓2	<b>Erklären Sie, was Ihre Schulfreunde an diesem Tag gemacht haben.</b> For two Communication ticks, insist on past tense. Allow description/detail about what your school-friend(s) did.	2																		
✓✓3	<b>Erklären Sie, welche Feiertage Sie wichtig finden und warum.</b> Consider task complete as long as either detail is given. For two Communication ticks, insist on present tense. Accept any reason given, with or without the use of <i>weil</i> .	2																		
✓✓4	<b>Denken Sie, dass es zu viele schulfreie Tage gibt? Warum / warum nicht?</b> For two Communication ticks, insist on a reason with or without the use of <i>weil</i> . For two Communication ticks, insist on present tense.	2																		
✓✓5	<b>Sagen Sie, was Sie am nächsten Feiertag machen werden.</b> Accept any detail about plans for a future celebration. Accept a broad definition of <i>Feiertag</i> . For two Communication ticks, insist on future tense. Reward for communication e.g. <i>Zu Weihnachten möchte ich + infinitive</i> (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>Zu Weihnachten wird + infinitive</i> Allow a present tense verb + future time phrase e.g. <i>Zu Weihnachten fahren wir...</i> Allow other appropriate phrases, such as <i>Zu Weihnachten haben wir vor... zu + infinitive/Zu Weihnachten planen wir..., etc.</i>	2																		

Question	Answer	Marks												
3(b)	<p data-bbox="344 213 1496 245"><b><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></b></p> <table border="1" data-bbox="380 284 1895 743"> <thead> <tr> <th data-bbox="380 284 631 379">Communication point</th> <th data-bbox="631 284 1895 379">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="380 379 631 448">1</td> <td data-bbox="631 379 1895 448">For two Communication ticks insist on past tense</td> </tr> <tr> <td data-bbox="380 448 631 517">2</td> <td data-bbox="631 448 1895 517">For two Communication ticks insist on past tense</td> </tr> <tr> <td data-bbox="380 517 631 585">3</td> <td data-bbox="631 517 1895 585">For two Communication ticks insist on present tense</td> </tr> <tr> <td data-bbox="380 585 631 654">4</td> <td data-bbox="631 585 1895 654">For two Communication ticks insist on present tense</td> </tr> <tr> <td data-bbox="380 654 631 743">5</td> <td data-bbox="631 654 1895 743">For two Communication ticks insist on future tense. Allow a present tense verb + future time phrase</td> </tr> </tbody> </table> <p data-bbox="344 778 1545 810"><b><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></b></p>	Communication point	For Verbs, accept:	1	For two Communication ticks insist on past tense	2	For two Communication ticks insist on past tense	3	For two Communication ticks insist on present tense	4	For two Communication ticks insist on present tense	5	For two Communication ticks insist on future tense. Allow a present tense verb + future time phrase	
Communication point	For Verbs, accept:													
1	For two Communication ticks insist on past tense													
2	For two Communication ticks insist on past tense													
3	For two Communication ticks insist on present tense													
4	For two Communication ticks insist on present tense													
5	For two Communication ticks insist on future tense. Allow a present tense verb + future time phrase													

Question	Answer	Marks																		
3(c)	<p><b>Letzten Samstag waren Sie in der Stadt. Plötzlich begann es, sehr stark zu regnen. Schreiben Sie die Geschichte weiter:</b>  <i>Letzten Samstag war ich in der Stadt. Plötzlich begann es sehr stark zu regnen. ...</i>  <b>3.1: Award a mark out of 10 for Communication – see generic guidance above</b></p> <table border="1" data-bbox="383 384 1895 1321"> <thead> <tr> <th data-bbox="383 384 479 450">Tick</th> <th data-bbox="479 384 1780 450">Accept</th> <th data-bbox="1780 384 1895 450">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 450 479 587">✓✓1</td> <td data-bbox="479 450 1780 587"> <b>Beschreiben Sie, wie Sie reagiert haben, als es stark zu regnen begann.</b>            For two Communication ticks, insist on past tense.            Accept any reaction with or without <i>weil</i>.         </td> <td data-bbox="1780 450 1895 587">2</td> </tr> <tr> <td data-bbox="383 587 479 724">✓✓2</td> <td data-bbox="479 587 1780 724"> <b>Erzählen Sie, was Sie sofort machen mussten, weil das Wetter so schlecht war.</b>            For two Communication ticks, insist on past tense.            Accept any detail within a suitable time-frame.         </td> <td data-bbox="1780 587 1895 724">2</td> </tr> <tr> <td data-bbox="383 724 479 884">✓✓3</td> <td data-bbox="479 724 1780 884"> <b>Sagen Sie, wie Sie Ihre Pläne an diesem Tag geändert haben.</b>            For two Communication ticks insist on past tense.            Allow sensible account of how plans changed.            Accept the use of <i>fahren</i> or <i>gehen</i> with cars/buses/trains.         </td> <td data-bbox="1780 724 1895 884">2</td> </tr> <tr> <td data-bbox="383 884 479 1018">✓✓4</td> <td data-bbox="479 884 1780 1018"> <b>Erklären Sie, wie Ihre Eltern reagiert haben, als Sie ihnen erzählt haben, was passiert ist.</b>            For two Communication ticks, insist on past tense.            Accept any reaction.         </td> <td data-bbox="1780 884 1895 1018">2</td> </tr> <tr> <td data-bbox="383 1018 479 1321">✓✓5</td> <td data-bbox="479 1018 1780 1321"> <b>Sagen Sie, was Sie das nächste Mal in der Stadt machen werden.</b>            For two Communication ticks, insist on future time-frame.            Accept any detail about a future visit to town.            Reward for communication the use of the future tense, e.g. <i>Ich werde Samstag +infinitive</i>.            Allow <i>Samstag möchte ich + infinitive</i> (i.e. do not insist on use of <i>werden</i> for future reference).            Allow a present tense verb + future time phrase e.g. <i>Samstag +present tense verb</i>            Allow other appropriate phrases, such as <i>Samstag habe ich vor... zu + infinitive/ Samstag plane ich..., etc.</i> </td> <td data-bbox="1780 1018 1895 1321">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓✓1	<b>Beschreiben Sie, wie Sie reagiert haben, als es stark zu regnen begann.</b> For two Communication ticks, insist on past tense. Accept any reaction with or without <i>weil</i> .	2	✓✓2	<b>Erzählen Sie, was Sie sofort machen mussten, weil das Wetter so schlecht war.</b> For two Communication ticks, insist on past tense. Accept any detail within a suitable time-frame.	2	✓✓3	<b>Sagen Sie, wie Sie Ihre Pläne an diesem Tag geändert haben.</b> For two Communication ticks insist on past tense. Allow sensible account of how plans changed. Accept the use of <i>fahren</i> or <i>gehen</i> with cars/buses/trains.	2	✓✓4	<b>Erklären Sie, wie Ihre Eltern reagiert haben, als Sie ihnen erzählt haben, was passiert ist.</b> For two Communication ticks, insist on past tense. Accept any reaction.	2	✓✓5	<b>Sagen Sie, was Sie das nächste Mal in der Stadt machen werden.</b> For two Communication ticks, insist on future time-frame. Accept any detail about a future visit to town. Reward for communication the use of the future tense, e.g. <i>Ich werde Samstag +infinitive</i> . Allow <i>Samstag möchte ich + infinitive</i> (i.e. do not insist on use of <i>werden</i> for future reference). Allow a present tense verb + future time phrase e.g. <i>Samstag +present tense verb</i> Allow other appropriate phrases, such as <i>Samstag habe ich vor... zu + infinitive/ Samstag plane ich..., etc.</i>	2	30
Tick	Accept	Mark																		
✓✓1	<b>Beschreiben Sie, wie Sie reagiert haben, als es stark zu regnen begann.</b> For two Communication ticks, insist on past tense. Accept any reaction with or without <i>weil</i> .	2																		
✓✓2	<b>Erzählen Sie, was Sie sofort machen mussten, weil das Wetter so schlecht war.</b> For two Communication ticks, insist on past tense. Accept any detail within a suitable time-frame.	2																		
✓✓3	<b>Sagen Sie, wie Sie Ihre Pläne an diesem Tag geändert haben.</b> For two Communication ticks insist on past tense. Allow sensible account of how plans changed. Accept the use of <i>fahren</i> or <i>gehen</i> with cars/buses/trains.	2																		
✓✓4	<b>Erklären Sie, wie Ihre Eltern reagiert haben, als Sie ihnen erzählt haben, was passiert ist.</b> For two Communication ticks, insist on past tense. Accept any reaction.	2																		
✓✓5	<b>Sagen Sie, was Sie das nächste Mal in der Stadt machen werden.</b> For two Communication ticks, insist on future time-frame. Accept any detail about a future visit to town. Reward for communication the use of the future tense, e.g. <i>Ich werde Samstag +infinitive</i> . Allow <i>Samstag möchte ich + infinitive</i> (i.e. do not insist on use of <i>werden</i> for future reference). Allow a present tense verb + future time phrase e.g. <i>Samstag +present tense verb</i> Allow other appropriate phrases, such as <i>Samstag habe ich vor... zu + infinitive/ Samstag plane ich..., etc.</i>	2																		



Question	Answer	Marks												
3(c)	<p data-bbox="344 215 1496 247"><b><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></b></p> <table border="1" data-bbox="380 284 1892 746"> <thead> <tr> <th data-bbox="380 284 629 384">Communication point</th> <th data-bbox="629 284 1892 384">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="380 384 629 448">1</td> <td data-bbox="629 384 1892 448">For two Communication ticks insist on past tense</td> </tr> <tr> <td data-bbox="380 448 629 512">2</td> <td data-bbox="629 448 1892 512">For two Communication ticks insist on past tense</td> </tr> <tr> <td data-bbox="380 512 629 576">3</td> <td data-bbox="629 512 1892 576">For two Communication ticks insist on past tense</td> </tr> <tr> <td data-bbox="380 576 629 639">4</td> <td data-bbox="629 576 1892 639">For two Communication ticks insist on past tense</td> </tr> <tr> <td data-bbox="380 639 629 746">5</td> <td data-bbox="629 639 1892 746">For two Communication ticks insist on future tense. Allow a present tense verb + future time phrase</td> </tr> </tbody> </table> <p data-bbox="344 783 1547 815"><b><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></b></p>	Communication point	For Verbs, accept:	1	For two Communication ticks insist on past tense	2	For two Communication ticks insist on past tense	3	For two Communication ticks insist on past tense	4	For two Communication ticks insist on past tense	5	For two Communication ticks insist on future tense. Allow a present tense verb + future time phrase	
Communication point	For Verbs, accept:													
1	For two Communication ticks insist on past tense													
2	For two Communication ticks insist on past tense													
3	For two Communication ticks insist on past tense													
4	For two Communication ticks insist on past tense													
5	For two Communication ticks insist on future tense. Allow a present tense verb + future time phrase													

**Appendix I****Note on using mark schemes with Grade descriptors**

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

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

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

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

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

**Note on irrelevant material in Question 3**

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

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

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

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

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

**PUBLISHED**

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

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

Candidate's response	Ticks for Communication	Reason for mark
<i>Ich viel Sport getrieben haben.</i>	0	Nothing of worth communicated.
<i>Das Schwimmen was schwierig.</i>	0	Meaning not conveyed (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.

**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)