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**GCSE  
GERMAN  
8668/WF+WH**

**F+H**

Paper 4 Writing (Foundation and Higher)

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Specimen mark scheme

June 2018

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v1.0

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Foundation Tier**

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

**Question 01**

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

**[8 marks]**

Mark	Communication
<b>2</b>	The relevant message is clearly communicated.
<b>1</b>	The message is relevant but has some ambiguity and causes a delay in communication.
<b>0</b>	The message is irrelevant or cannot be understood.

The following indicative content is an example of the responses that students may give to this question.

	2 marks	1 mark	0 marks	
<b>01.1</b>	Es ist warm und sonnig.	Warm und sonnig. Wetter gut.	Wetter.	<b>[2 marks]</b>
<b>01.2</b>	Das Mädchen isst einen Apfel.	Das Mädchen einen Apfel.	Mädchen/Apfel.	<b>[2 marks]</b>
<b>01.3</b>	Es gibt viel zu essen.	(Es) viel zu essen.	Essen.	<b>[2 marks]</b>
<b>01.4</b>	Der Strand ist schön.	Strand schön.	Strand/Schön.	<b>[2 marks]</b>

**Question 02**

For this question there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

**[16 marks]****Content**

Level	Marks	Response
5	9-10	A full coverage of the required information. Communication is clear.
4	7-8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5-6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3-4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1-2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

**Quality of language**

Level	Marks	Response
3	5-6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3-4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1-2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

**Notes**

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

The following indicative content is an example of the response that students may give to this question.

Ich höre sehr gern Rockmusik, aber nicht so gern Popmusik. Mein Lieblingssport ist Fußball. Ich spiele jeden Mittwoch. Ich gehe jeden Samstag mit Freunden einkaufen. Wir kaufen gewöhnlich Klamotten. Ich lade Musik vom Internet herunter und schicke E-Mails an meine Freunde. ( 41 words )

**Question 03**

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

**[10 marks]****Conveying key messages**

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

**Application of grammatical knowledge of language and structures**

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

**Notes**

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

### Indicative content

The following indicative content is an example of a response which would be awarded full marks.

1	I have a sister and she is called Anna.	Ich habe eine Schwester und sie heißt/ihr Name ist Anna.
2	My brother is tall and very nice.	Mein Bruder ist groß und sehr nett/sympathisch.
3	We live in a house with a garden.	Wir wohnen/leben in einem Haus mit (einem) Garten.
4	My school has a swimming pool.	Meine Schule hat ein Schwimmbad/Hallenbad/Freibad/Schwimmbecken.
5	I ate chicken and salad yesterday.	Ich habe gestern Hähnchen und Salat gegessen./Ich aß gestern Hähnchen und Salat./Gestern habe ich Hähnchen und Salat gegessen./Gestern aß ich Hähnchen und Salat.

Other reasonable alternative translations will also be accepted.

### Exemplification of mark scheme

To exemplify the marking criteria for *Conveying key messages* and *Application of grammatical knowledge of language and structures*, a range of exemplar student responses have been provided below with a commentary.

#### Student 1

1. Ich habe eine Schwester und sie heißt Anna.
2. Mein Bruder ist groß und sehr sympathisch.
3. Wir wohnen in einem Haus mit Garten.
4. Meine Schule hat ein Schwimmbad.
5. Gestern ich habe Hähnchen mit Salat gegessen.

Conveying key messages = **5 marks**

Application of grammatical knowledge of language and structures = **5 marks**

All key messages are clearly conveyed. All the relevant vocabulary is known and there is only one error. That is in the word order in 5.

#### Student 2

1. Ich habe eine Schwester und sie ist heißt Anna.
2. Mein Bruder ist groß und ser nett.
3. Wir wohne in zu Hause mit ein Garden.
4. Meine Schule hat ein Schwimmbad.
5. Ich gestern Hähnchen mit Salat gegessen.

Conveying key messages = **4 marks**

Application of grammatical knowledge of language and structures = **3 marks**



The use of English in 3 means that not all key messages are conveyed. Despite errors elsewhere nearly all the others are conveyed. *Ist heißt* in 1, *ser* in 2, both *wohne* and *in zu Hause* in 3 and the missed auxiliary in 5 mean that the whole cannot be described as “generally accurate” even though key messages are conveyed. Wrong verb forms in particular mean that a mark of 3 rather than 4 is appropriate.

### Student 3

1. Ich hat ein Schwester und sie es heißt Anna.
2. Mein Bruder es grand und sehr gut.
3. Wir wohne in Hause mit Garten.
4. Mein Schule hat ein Swimbbad.
5. Ich gegessen Schicken und Salat gestern.

Conveying key messages = **3 marks**

Application of grammatical knowledge of language and structures = **2 marks**

Most key messages are conveyed but the failure to convey anything in 2 and the conveying of only part of 5, coupled with the delayed communication elsewhere, mean a mark of 3 rather than anything higher. Although comprehensible with careful reading every sentence contains at least one mistake. Verbs in particular are weak. There are also gaps in the knowledge of vocabulary and a mark of 2 is therefore appropriate.

### Student 4

1. Ich habe eine Schwister und sie es heiße Anna.
2. Mein Bruder ist groß und ser net.
3. Wie habe eine House mit ein Garten.
4. Mein Schul habe eine Swimbbad.
5. Ich gestern Hanchen und Salad gessen.

Conveying key messages = **2 marks**

Application of grammatical knowledge of language and structures = **1 mark**

Some key messages are conveyed, especially in 2, but others are far less convincing and much re-reading is necessary. As a result a mark of 2 is appropriate. A little appropriate vocabulary is known but not only are there many misspellings but there is also very little knowledge of correct verb forms. The use of *wie* instead of *wir* at the start of 3 exemplifies the lack of basic linguistic knowledge and, as a result, 1 rather than 2 is an appropriate reflection of the application of grammatical knowledge of language and structures.

### Student 5

1. Ich hat Geschwister und es Anna.
2. Mein Brudder grand et gud.
3. Wie wohne Hause wit Garden.
4. Mien Schul Friebad.
5. Ich gessen Schicken Salat.

Conveying key messages = **1 mark**

Application of grammatical knowledge of language and structures = **1 mark**

Very little is conveyed but there is sufficient information to justify a mark of 1. There is very limited knowledge of structures but there is enough appropriate vocabulary for a mark of 1.

**Question 04**

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

**[16 marks]****Content**

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

**Notes**

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

**Quality of language**

<b>Level</b>	<b>Marks</b>	<b>Response</b>
<b>3</b>	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
<b>2</b>	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
<b>1</b>	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
<b>0</b>	0	The language produced does not meet the standard required for Level 1 at this tier.

**Notes**

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

<p><b>Either</b></p>	<p><b>Question 04.1</b></p>	<p><b>This is a possible response (indicative content):</b></p> <p>Ich arbeite seit sechs Monaten in einem Supermarkt, wo ich die Kunden bedienen, die Regale einräumen und den Boden fegen muss. Obwohl die Arbeit manchmal langweilig ist, gefällt es mir, weil ich fünf Pfund pro Stunde verdiene. Auch sind alle meine Kollegen sehr freundlich und hilfsbereit. Letzten Samstag nach der Arbeit bin ich mit Freunden ins Kino und danach ins Restaurant gegangen, aber ich war sehr müde. Ich bin deshalb am Sonntag bis Mittag im Bett geblieben. Ich habe keine festen Berufspläne aber ich werde bestimmt auf die Uni gehen. (91 words)</p> <p style="text-align: right;"><b>[16 marks]</b></p>
<p><b>or</b></p>	<p><b>Question 04.2</b></p>	<p><b>This is a possible response (indicative content):</b></p> <p>Im Augenblick übernachtete ich mit meiner Familie in einem Fünf-Sterne-Hotel in Wien. Es ist fantastisch, denn die Zimmer sind groß und bequem und das Essen schmeckt gut. Wir sind hierher geflogen und das hat nur zwei Stunden gedauert. Das war gut, weil ich nicht gern fliege. Ich fahre gern auf Urlaub, weil ich mich entspannen und Zeit mit meiner Familie verbringen kann. Das Beste ist - meine Eltern bezahlen alles. Wenn ich wieder zu Hause bin, werde ich mit Freunden ausgehen. Ich werde auch viel Sport treiben und vielleicht einen Job suchen. (92 words)</p> <p style="text-align: right;"><b>[16 marks]</b></p>

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met. To exemplify this, the following alternative indicative content is provided.

<p><b>Either</b></p>	<p><b>Question 04.1</b></p>	<p>Ich habe seit sechs Monaten einen Job in einem Supermarkt, wo ich die Kunden bedienen, die Regale einräumen und den Boden fegen muss. Ich arbeite jeden Samstag für sechs Stunden. Die Arbeit ist langweilig, aber es ist gut bezahlt. Letzten Samstag nach der Arbeit bin ich mit Freunden ins Kino und danach ins Restaurant gegangen, aber ich war sehr müde. Ich bin deshalb am Sonntag bis Mittag im Bett geblieben. Ich werde in ein paar Jahren bestimmt auf die Uni gehen, wo ich Physik und Chemie studieren werde, weil ich Ingenieur werden möchte. (93 words)</p> <p style="text-align: right;"><b>[16 marks]</b></p>
<p><b>or</b></p>	<p><b>Question 04.2</b></p>	<p>Im Augenblick übernachtete ich mit meiner Familie in einem Fünf-Sterne-Hotel in Wien. Es ist fantastisch, denn die Zimmer sind groß und bequem, das Essen schmeckt gut und das Personal ist freundlich und hilfsbereit. Wir sind hierher geflogen und das war gut. Ich fahre gern auf Urlaub, weil ich mich entspannen und Zeit mit meiner Familie verbringen kann. Das Beste ist – meine Eltern bezahlen alles und sie geben mir ein bisschen Freizeit am Abend. Wenn ich wieder zu Hause bin, werde ich mit Freunden ausgehen. Ich werde auch viel Sport treiben und vielleicht einen Job suchen. (96 words)</p> <p style="text-align: right;"><b>[16 marks]</b></p>

**Higher Tier**

Marks will be allocated in the following way at Higher Tier:

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

**Question 01**

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

**[16 marks]**

**Content**

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

**Notes**

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

**Quality of language**

<b>Level</b>	<b>Marks</b>	<b>Response</b>
<b>3</b>	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
<b>2</b>	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
<b>1</b>	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
<b>0</b>	0	The language produced does not meet the standard required for Level 1 at this tier.

**Notes**

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

<p><b>Either</b></p>	<p><b>Question 01.1</b></p>	<p><b>This is a possible response (indicative content):</b></p> <p>Ich arbeite seit sechs Monaten in einem Supermarkt, wo ich die Kunden bedienen, die Regale einräumen und den Boden fegen muss. Obwohl die Arbeit manchmal langweilig ist, gefällt es mir, weil ich fünf Pfund pro Stunde verdiene. Auch sind alle meine Kollegen sehr freundlich und hilfsbereit. Letzten Samstag nach der Arbeit bin ich mit Freunden ins Kino und danach ins Restaurant gegangen, aber ich war sehr müde. Ich bin deshalb am Sonntag bis Mittag im Bett geblieben. Ich habe keine festen Berufspläne aber ich werde bestimmt auf die Uni gehen. (91 words)</p> <p style="text-align: right;"><b>[16 marks]</b></p>
<p><b>or</b></p>	<p><b>Question 01.2</b></p>	<p><b>This is a possible response (indicative content):</b></p> <p>Im Augenblick übernachtete ich mit meiner Familie in einem Fünf-Sterne-Hotel in Wien. Es ist fantastisch, denn die Zimmer sind groß und bequem und das Essen schmeckt gut. Wir sind hierher geflogen und das hat nur zwei Stunden gedauert. Das war gut, weil ich nicht gern fliege. Ich fahre gern auf Urlaub, weil ich mich entspannen und Zeit mit meiner Familie verbringen kann. Das Beste ist - meine Eltern bezahlen alles. Wenn ich wieder zu Hause bin, werde ich mit Freunden ausgehen. Ich werde auch viel Sport treiben und vielleicht einen Job suchen. (92 words)</p> <p style="text-align: right;"><b>[16 marks]</b></p>

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met. To exemplify this, the following alternative indicative content is provided.

<p><b>Either</b></p>	<p><b>Question 01.1</b></p>	<p>Ich habe seit sechs Monaten einen Job in einem Supermarkt, wo ich die Kunden bedienen, die Regale einräumen und den Boden fegen muss. Ich arbeite jeden Samstag für sechs Stunden. Die Arbeit ist langweilig, aber es ist gut bezahlt. Letzten Samstag nach der Arbeit bin ich mit Freunden ins Kino und danach ins Restaurant gegangen, aber ich war sehr müde. Ich bin deshalb am Sonntag bis Mittag im Bett geblieben. Ich werde in ein paar Jahren bestimmt auf die Uni gehen, wo ich Physik und Chemie studieren werde, weil ich Ingenieur werden möchte. (93 words)</p> <p style="text-align: right;"><b>[16 marks]</b></p>
<p><b>or</b></p>	<p><b>Question 01.2</b></p>	<p>Im Augenblick übernachtete ich mit meiner Familie in einem Fünf-Sterne-Hotel in Wien. Es ist fantastisch, denn die Zimmer sind groß und bequem, das Essen schmeckt gut und das Personal ist freundlich und hilfsbereit. Wir sind hierher geflogen und das war gut. Ich fahre gern auf Urlaub, weil ich mich entspannen und Zeit mit meiner Familie verbringen kann. Das Beste ist – meine Eltern bezahlen alles und sie geben mir ein bisschen Freizeit am Abend. Wenn ich wieder zu Hause bin, werde ich mit Freunden ausgehen. Ich werde auch viel Sport treiben und vielleicht einen Job suchen. (96 words)</p> <p style="text-align: right;"><b>[16 marks]</b></p>

**Question 02**

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

**[32 marks]****Content**

Level	Marks	Response
5	13-15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10-12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are <del>some</del> a few ambiguities. Opinions are expressed and justified.
3	7-9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4-6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1-3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

**Notes**

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.



**Range of language**

Level	Marks	Response
4	10-12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7-9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4-6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1-3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

**Notes**

A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

**Accuracy**

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

**Notes**

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

<p><b>Either</b></p>	<p><b>Question 02.1</b></p>	<p><b>This is a possible response (indicative content):</b></p> <p>Ich habe meinen Besuch bei euch in Gütersloh wirklich genossen, da ihr alle so freundlich wart und wir so viel Interessantes gemacht haben. Meines Erachtens war unser Ausflug nach Köln das Allerbeste. Obwohl die Fahrt dorthin ziemlich lang dauerte, hat es sich gelohnt. Ich fand den Dom wunderschön und eines Tages habe ich vor, ihn wieder zu besichtigen. Gütersloh selbst hat mich beeindruckt, weil die Straßen so sauber waren und weil die Stadt viel für die Umwelt macht, mehr als bei uns zu Hause. Unsere Stadt ist größer als eure, aber nicht so schön, weil es viele Fabriken und deshalb viel Luftverschmutzung bei uns gibt. Trotzdem haben wir einige Parks, wo man spazieren gehen kann und es gibt auch mehr für junge Leute zu tun. Es ist auch einfacher von hier aus in die Großstadt zu fahren, denn die Verkehrsverbindungen sind sehr gut. Ich möchte Gütersloh wieder besuchen, aber ich würde lieber hier wohnen, da meine Familie und Freunde hier sind. (160 words)</p> <p style="text-align: right;"><b>[32 marks]</b></p>
<p><b>or</b></p>	<p><b>Question 02.2</b></p>	<p><b>This is a possible response (indicative content):</b></p> <p>Vor drei Wochen bin ich mit meinen Freundinnen in ein <i>One Direction</i> Konzert gegangen. Wir sind sehr früh angekommen, aber viele Leute waren schon da, um ihre Lieblingsgruppe zu sehen. Es war ein fantastisches Erlebnis, da wir ganz vorne standen und fast alles gut hören und sehen konnten. Harry hat seinen Fans eine Rose zugeworfen und ich habe sie gefangen. Meine Freundinnen waren alle eifersüchtig, aber das hat mir nichts ausgemacht, weil ich so glücklich war, die Blume zu haben. Ich gehe auch gern zu Fußballspielen und sehe viele Spiele im Fernsehen. Meines Erachtens ist es besser im Stadion zu sein, da die Atmosphäre sehr gut ist, besonders wenn Newcastle ein Tor schießt. Zwar sieht man nicht alles im Stadion, weil das Spiel so schnell ist, aber mit Freunden zu sein, die auch das Team unterstützen, ist hervorragend. Wenn man das Spiel im Fernsehen sieht, ist es oft weniger aufregend, denn man sieht zu viele Situationen zwei- oder dreimal. Vor dem Fernseher zu sitzen ist aber bequemer. (167 words)</p> <p style="text-align: right;"><b>[32 marks]</b></p>

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will still have access to full marks where the other criteria are met. To exemplify this, the following alternative indicative content is provided.

<p><b>Either</b></p>	<p><b>Question 02.1</b></p>	<p>Ich habe meinen Besuch bei euch in Gütersloh wirklich genossen, da ihr alle so freundlich wart und wir so viel Interessantes gemacht haben. Meines Erachtens war unser Ausflug nach Köln das Allerbeste. Obwohl die Fahrt dorthin ziemlich lang dauerte, hat es sich gelohnt. Ich fand den Dom wunderschön und eines Tages habe ich vor, ihn wieder zu besichtigen. Gütersloh selbst hat mich beeindruckt, weil die Straßen so sauber waren und weil die Stadt so viel für die Umwelt macht, mehr als bei uns zu Hause. Auch waren alle Leute sehr hilfsbereit und ich werde die Gastfreundlichkeit nie vergessen. Eure Schule, die viel kleiner ist als unsere, war gut, aber ich glaube, dass es viel Leistungsdruck wegen des Sitzenbleibens gibt. Unsere Stadt ist größer als eure, aber nicht so schön, weil es viele Fabriken bei uns gibt. Trotzdem haben wir einige Parks, wo man spazieren gehen kann und es gibt auch mehr für junge Leute zu tun. Deshalb wohne ich gern hier. (160 words)</p> <p style="text-align: right;"><b>[32 marks]</b></p>
<p><b>or</b></p>	<p><b>Question 02.2</b></p>	<p>Vor drei Wochen bin ich mit meinen Freundinnen in ein <i>One Direction</i> Konzert gegangen. Wir sind sehr früh angekommen, aber viele Leute waren schon da, um ihre Lieblingsgruppe zu sehen. Es war ein fantastisches Erlebnis, da wir ganz vorne standen und fast alles gut sehen und hören konnten. Sobald die Gruppe erschienen ist, haben alle ausgeschrien und ich am lautesten!! Harry hat seinen Fans eine Rose zugeworfen und ich habe sie gefangen. Meine Freundinnen waren alle eifersüchtig, aber das hat mir nichts ausgemacht, weil ich so glücklich war, die Blume zu haben. Als ich wieder zu Hause war, habe ich meiner Kusine die Fotos geschickt, die ich beim Konzert gemacht hatte. Ein Vorteil eines Live-Events ist die hervorragende Atmosphäre, die man nicht vor dem Fernseher erleben kann. Auch sieht man so was gewöhnlich mit Freunden und das gefällt mir. Ein Nachteil kann das Wetter sein. Deshalb ist es manchmal besser, bequem zu sein und das Event im Fernsehen zu sehen. (161 words)</p> <p style="text-align: right;"><b>[32 marks]</b></p>

**Question 03**

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

**[12 marks]****Conveying key messages**

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

**Application of grammatical knowledge of language and structures**

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

**Notes**

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

I get on very well with my brother. We went last year to Spain together and we swam in the sea and ate in many restaurants. Next September I will go to another school. In the future I would like to be a doctor, although I do not like biology.

### Indicative content

The following indicative content is an example of a response which would be awarded full marks.

Ich komme sehr gut mit meinem Bruder aus / Ich verstehe mich sehr gut mit meinem Bruder.  
Wir sind letztes Jahr zusammen nach Spanien gefahren / gereist / geflogen / Wir fahren / reisten / flogen  
letztes Jahr zusammen nach Spanien / Letztes Jahr sind wir zusammen nach Spanien gefahren /  
gereist / geflogen / Letztes Jahr fahren / reisten / flogen wir zusammen nach Spanien und wir haben /  
sind in der See / im Meer geschwommen / und wir schwammen in der See/im Meer / und wir sind/gingen  
in der See/Meer schwimmen (gegangen) und ( wir haben / aßen ) in vielen Restaurants (gegessen).  
Nächsten September werde ich auf eine andere Schule gehen./ Ich werde nächsten September auf eine  
andere Schule gehen. In der Zukunft möchte / würde ich gern Arzt sein / Ich möchte/ würde in der  
Zukunft (gern) Arzt sein/werden, obwohl ich Biologie nicht mag / gern lerne.

Other reasonable alternative translations will also be accepted.

### Exemplification of mark scheme

To exemplify the marking criteria for *Conveying key messages* and *Application of grammatical knowledge of language and structures*, a range of exemplar student responses have been provided below with a commentary.

#### Student 1

Ich verstehe mich sehr gut mit meinem Bruder. Letztes Jahr wir sind zusammen nach Spanien gefahren und wir sind im Meer schwimmen gegangen und haben in vielen Restaurants gegessen. Nächsten September werde ich auf ein andere Schule gehen. In der Zukunft möchte ich gern Arzt werden, obwohl ich Biologie nicht mag.

Conveying key messages = **6 marks**

Application of grammatical knowledge of language and structures = **6 marks**

All the key messages are clearly conveyed and they can be very readily understood. Despite the word order error and the –e omitted in *ein andere Schule* the passage is virtually faultless. The word order is correct elsewhere when inversion is required and is also correct in the subordinating clause. In addition, there is an excellent knowledge of vocabulary. A mark of 6 is justified.

**Student 2**

Ich komme gut mit meinem Bruder. Letztes Jahr sind wir zusammen nach Spanien gefahren und wir sind im Meer geschwommen und haben in vielen Restaurants gegessen. Nächsten September ich werde auf eine andere Schule gehen. Ich möchte in der Zukunft gern Arzt sein, obwohl ich Biologie nicht gern lerne.

Conveying key messages = **5 marks**

Application of grammatical knowledge of language and structures = **6 marks**

The omission of *aus* at the end of the first sentence means that not all the key messages have been conveyed. Nonetheless all the other messages are clear. There is one word order error which does not impact on communication. Word order apart from that is sound and verbs and tenses are secure. The omission of *aus* referred to above does not affect the overall excellent knowledge of vocabulary and structures demonstrated.

**Student 3**

Ich komme mich sehr gut mit mein Bruder. Letztes Jahr sind wir nach Spanien gefahren und wir haben im Meer geschwommen und in viele Restaurants gegessen. Nächsten September ich werde zu eine andere Schule gehen. In der Zukunft ich mochte gern Arzt sein, obwohl ich nicht Biologie mag.

Conveying key messages = **4 marks**

Application of grammatical knowledge of language and structures = **4 marks**

The first intended message is not conveyed and the missed Umlaut on *möchte* in the final sentence means that the intended message is not clear. The omission of *zusammen* at the start of the second sentence means that they went together has to be inferred from the rest of the sentence. Despite that, most key messages are conveyed and a mark of 4 is appropriate.

Lack of inversion is on occasion a problem but verb forms are secure. The use of the accusative on two occasions when the dative is needed and the positioning of *nicht* in the final clause are offset by the use of relevant vocabulary in most of the passage. As the passage is generally accurate, a mark of 4 is appropriate.

**Student 4**

Ich verstehe gut mit mein Bruder. Wir sind nach Spanien zusammen letztes Jahr gegangen und wir sind in die See geschwommen und in viel Restaurants gessen. Im September ich bin gehe eine neue Schule. In der Futur würde ich ein Arzt sind, aber ich nicht gern Biologie.

Conveying key messages = **3 marks**

Application of grammatical knowledge of language and structures = **2 marks**

Some key messages are conveyed and enough is sufficiently clear for a mark of 3 but this represents the bare minimum required for that mark. Errors give pause for thought in several places. Those coupled with incorrect verb forms, wrong cases, wrong vocabulary and misspelling of *Arzt* demonstrate a limited knowledge of vocabulary and structures. The number of errors means that the passage is generally inaccurate.

**Student 5**

Ich komme gut mit mein Bruder. Wir habe letzte Jahre zusammen zu Spanien gegehen und ins See geschwimmen und in viel Restaurants gessen. In September ich bin zu ein neu Schule gehe. Ich wolle Arzt bin aber ich gern nicht Biologie.

Conveying key messages = **2 marks**

Application of grammatical knowledge of language and structures = **1 mark**

Few key messages are conveyed because of the many errors which appear throughout the passage and it requires a good degree of concentration from the reader to discern them. However, enough is conveyed for a mark of 2 rather than 1.

Very limited knowledge of verb forms is exhibited and virtually every sentence contains at least one mistake. Therefore a mark of 1 is appropriate.

**Student 6**

Ich komme gut mit mein Bruder. Wir sind gegehen letzte Jahre zu Spainien zusammen und wir swimmen in die See und wir gegessen in Restaurants. Ich bin gehe zu ein neu Schule in September. Ich wolle Artz sind aber ich gern Biologie nicht.

Conveying key messages = **1 mark**

Application of grammatical knowledge of language and structures = **1 mark**

Very few messages are conveyed so a mark of 1 is justified. Although some relevant vocabulary is used, very limited knowledge of structures is demonstrated and the piece as a whole is highly inaccurate. Therefore, a mark of 1 is appropriate.

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