

GCSE (9-1) German (1GN1)

Sample Assessment Materials

Paper 4, Writing
Foundation

First teaching September 2024
First certification from 2026

(Updated July 2025)

GCSE (9-1) German

Sample Assessment Materials

Paper 4, Writing

Foundation

- Question papers
- Mark schemes

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 1 hour 15 minutes	Paper reference	1GN1/4F
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German
PAPER 4: Writing in German

Foundation Tier

You do not need any other materials.	Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer questions 1, 2, 3 and 4.
- In Questions 2 and 3, answer **either** option (a) **or** option (b).
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Write your answers in full sentences
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
– *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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1 Describe the photo. Write four short sentences **in German**.

(a)

(2)

(b)

(2)

(c)

(2)

(d)

(2)

(Total for Question 1 = 8 marks)



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- what you do in your local area
- your opinion of the area
- where you will live in the future.

Write your answer **in German**. You should aim to write between 40 and 50 words.

(14)

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You **must** include the following points:

- where you study now
- your opinion of school
- what your future study plans are.

Write your answer **in German**. You should aim to write between 40 and 50 words.

(14)

(Total for Question 2 = 14 marks)



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(Total for Question 3 = 18 marks)



4 Translate the following five sentences **into German**.

(10)

(a) Germany is very beautiful.

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(b) There are many tourists there.

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.....

(c) We often go on holiday in the summer.

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(d) I always buy gifts for my friends and family.

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(e) Last year I saw a big castle and a museum.

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(Total for Question 4 = 10 marks)

TOTAL FOR PAPER = 50 MARKS

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GCSE German Writing Foundation tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band. As an examiner you must be positive in your approach; look for opportunities to reward rather than penalise.
- When assigning a band, you should look at the overall quality of the answer and not focus disproportionately on 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 bands of the mark scheme you should use a 'best fit' approach for defining the band. You should then use the variability of the response to help decide the mark within the band. For example, if the response is predominantly band 3-4 with a small amount of band 5-6 material, it would be placed in band 3-4 but be awarded a mark of 4 at the top of the band because of the band 5-6 content.
- You must also use the *Additional guidance*, the *Exemplification of the mark scheme*, exemplification of live scripts issued at standardisation and your professional judgement to decide which band is most appropriate.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points. The number of bullet points in the band descriptor does not directly correlate to the number of marks in the band.

Additional guidance

Interaction between AO2 and AO3 marks (all questions)

- The response to stimulus mark (AO2) does not limit the mark for linguistic knowledge and accuracy (AO3), except where a student produces a response that is wholly irrelevant to the task set. In this circumstance, 0 marks for both (AO2) and (AO3) will be awarded.
- Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

Errors (AO3 grids: all questions)

A minor error - inaccurate but does not prevent meaning, i.e. the message may take time to understand but is still understood (see tables below).

A major error - inaccurate and prevents meaning, i.e. the message cannot be understood (see tables below).

Minor errors – inaccurate but do not prevent meaning	
Adjective agreement	Sie trägt ein weiß Hut. Der Himmel ist blaues .
Spelling (slight)	Ich gehe swimmen .
Gender	Mein Stadt ist klein.
Umlaut	Dieser Film gefällt mir. Ich trage ein schones Hemd. Wir sind nach Deutschland gefähren .
Contractions	Es gibt einen Park im meiner Gegend.
Word order (incorrect)	In Zukunft ich werde studieren in Deutschland. Ich wohne gern hier, weil es ist ruhig.
Mother-tongue interference	Meine Mutter ist eine Lehrer. Ich gehe auf Fuß zur Schule.
Wrong case	Wir gehen in der Stadt. Es gibt einem Supermarkt.
Relative pronouns	Ich habe einen Bruder, die jünger ist.
Constructions	Ich gehe in die Stadt zu kaufen eine Jacke. Ich habe zu machen meine Hausaufgaben.

Major errors – inaccurate and prevent meaning	
Incorrect verb formation	Wir gehst oft ins Kino. Wir gegehen heute einkaufen . Ich wurde ins Ausland gefahren
Spelling (misleading)	Ich möchte Mathe studen .
Tenses (incorrect)	Morgen hat er Musik gehört .
Vocabulary	Ich mag Eis und meine Freundin mag es zu . Ich du viel Sport.
Use of infinitive instead of conjugated verb	Yusuf spielen Fußball.
Mismatch of subject and possessive adjectives	Ich bewege dich im Park.
Mother-tongue interference	Wir gern Horrorfilme. Ich lese das Papier . Ich kaufe viel books .

NB: these are examples only and do not constitute a finite list. Some errors may fall into more than one category.

Glossary of terms (questions 2 and 3)

AO2 grids

Addressed (*Bullet points*): the mark grids for AO2 indicate the minimum number of bullet points in the task that must be addressed before a student may be placed in any particular band. A bullet point in a task will be considered addressed if there is evidence of a response to it. Before awarding a mark, examiners should consider coverage of the task bullet points alongside the other assessment criteria in the band, as a best fit in a lower band may be more appropriate. For example, a student who addresses all four task bullet points in question 3 may still be placed in the band below (8-10) if they do not meet the requirements in the 11-13 band for development of ideas and comprehensibility. See Example response 2 in Exemplification of mark schemes for an illustration of this. Candidates may address the task bullet points in any order.

Development refers to an additional clause or sentence that elaborates or provides additional detail to the response to a task bullet point. There is no requirement for equal development of the task bullet points.

Comprehensible relates to how easy it is to understand the main points and ideas of the response when read as a whole. Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

AO3 grids

Complex language includes features such as:

- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word order that is very different to English in form and/or function.

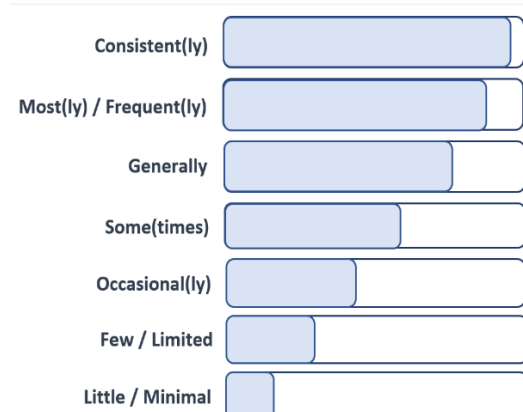
Variety refers to the range of vocabulary and grammatical structures listed in the specification for each tier. Any grammatical structures or vocabulary used which is outside of these lists is rewarded with equal (but not extra) credit.

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Equally, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.

Timeframes refers to expressions of past, present and future. Various tenses can be used to express a timeframe. For example, the present tense in the following sentence is used to express a future timeframe: 'I'm seeing my friends next week.' In the following sentence a future tense is used to express a future timeframe: "I will go to the cinema".

Differentiation terms within the mark scheme

As guidance, the illustration gives an indication of the relative relationship of terms used in the mark grids.



Note: The illustration should be referred to in conjunction with individual mark grids as each term does not necessarily equate to high or low marks. For example, although "**frequent development...**" equates to higher marks "**frequent errors...**" would conversely equate to lower marks.

Question 1 – Foundation tier (8 marks)

For this question, students are expected to produce four short sentences describing the picture. The mark grid is applied once to each individual sentence. There is a maximum of 2 marks for each sentence. Students are awarded marks for clear communication and relevance in relation to the picture.

Mark	AO2: Response to stimulus
2	Relevant information clearly communicated in a sentence or clause.
1	Relevant information partially communicated in a sentence or clause.
0	No rewardable material.

Guidance on application of mark grid for Question 1 Foundation tier

To exemplify application of the marking criteria, the grid below demonstrates a possible range of performances based on the mark grid.

2 marks	<i>Das Wetter ist gut.</i>	<i>Sie hört Musik.</i>	<i>Die Mädchen sprechen.</i>	<i>Er hat einen Hut.</i>	<i>Ich sehe fünf Leute sie sind plage.*</i>
	Relevant information clearly communicated in a complete sentence or clause with a verb; may or may not contain minor errors which does not delay understanding of the sentence such as lack of or incorrect accents, minor spelling errors, incorrect word orders, missing punctuation.				
1 mark	<i>Wetter gut.</i>	<i>Sie ist spielen.</i>	<i>Der Strand waren gut.</i>	<i>Meine trägt Hut.</i>	<i>Er Laptop hat.</i>
	Relevant information partially communicated, not a complete sentence or clause with a verb, or some ambiguity due to incorrect forms of verbs or other major errors.				
0 marks	<i>Strand.</i>	<i>Sie kaufen Geschenk.</i>	<i>Glücklich.</i>	<i>Beach is schon.</i>	<i>Gelb.</i>
	No rewardable material, no relevant information clearly communicated, or not a complete sentence or clause.				

Specific guidance for Question 1

*Students can still gain 2 marks for a sentence where only one clause contains clear, relevant information, e.g. “*Ich sehe fünf Leute sie sind plage.*”

Question 2 – Foundation tier (14 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Examiners must use the Additional guidance, the Exemplification of the mark scheme, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

Students are expected to produce 40–50 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
7-9	• All three bullet points addressed • Some development of ideas • Most of the response is comprehensible; some messages may be unclear.	5	• Some variety of vocabulary and phrases • Simple grammatical structures with some variety, some linking of sentences with conjunctions • Some accurate language, mostly minor errors.
4-6	• Two or more bullet points addressed • Limited development of ideas • Some parts of the response are comprehensible; the message sometimes breaks down.	3-4	• Limited variety of vocabulary and phrases • Simple grammatical structures with limited attempt at variety, limited linking of sentences with conjunctions • Limited accurate language; errors occur, some of which may be major.
1-3	• One or more bullet point addressed • Little or no development of ideas • Few parts of the response are comprehensible; the message often breaks down.	1-2	• Minimal variety of vocabulary and/or phrases in isolation • Minimal use of simple grammatical structures, likely to be repetitive • Minimal accuracy in the language, frequent errors both major and minor.
0	• No rewardable material.	0	• No rewardable material.

Question 3 – Foundation tier (18 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

Students are expected to produce 80–90 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
11-13	• All four bullet points addressed • Frequent development of ideas • Response is comprehensible; an occasional message may be unclear.	5	• Some variety of vocabulary and grammatical structures, some extended sentences; occasional complex language • Generally successful use of three timeframes • Generally accurate language; some minor errors, there may be an occasional major error.
8-10	• Three or more bullet points addressed • Some development of ideas • Response is generally comprehensible; some messages may be unclear/difficult to understand immediately.	3-4	• Occasional variety of vocabulary and grammatical structures; occasionally extended sentences • Some successful use of at least two timeframes • Some accurate language; mostly minor errors with some major errors.
5-7	• Two or more bullet points addressed • Occasional, brief development of ideas • Some parts of response are comprehensible; the message sometimes breaks down.	1-2	• Limited variety of vocabulary and grammatical structures; short, simple sentences • Limited success with timeframes • Limited accuracy in the language; frequent errors both major and minor.
1-4	• One or more bullet point addressed • Little or no extra detail added to ideas • Limited parts of response are comprehensible; the message often breaks down.	0	• No rewardable material.
0	• No rewardable material.		

Exemplification of the mark scheme: open response questions

The purpose of this exemplification is not to provide a standard for marking, but to demonstrate the following aspects of the mark scheme:

1. Application of the best fit approach, including:
 - i. how a mark can go down the AO2 mark bands, even if the coverage descriptor is met, if the other descriptors in the mark band are not met.
 - ii. how a mark can go up or down the AO3 mark bands depending on how the response reflects the descriptors.
 - iii. how to apply the AO3 grid if a response is highly accurate but with limited variety, or uses a wide variety of language but is less accurate
2. Distinct marking for AO2 and AO3 grids, showing that the mark for AO2 should not limit the mark for AO3 (except where the response is wholly irrelevant) and vice versa.
3. Awarding marks for range of vocabulary within the specified vocabulary list (and giving equal, but not extra credit to other vocabulary used).

Exemplification of live scripts issued at standardisation will provide further guidance on marking live paper series.

The two example responses below are based on the following crossover question which appears in both the Foundation and the Higher tier *Sample Assessment Materials*, but is applicable as guidance to all open response questions. The example responses are based on trialled student answers.

Write to someone you know about films.

You must include the following points:

- what kind of films you like
- your opinion of a film you like with reasons
- the last time you saw a film
- who you will next watch a film with.

Write your answer in German. You should aim to write between 80 and 90 words.

Example response 1: open response questions

Ich liebe Kömodien weil sie sind sehr lustig und interessant. Am Fern sehe ich viel Kömodien jeden Tag. Mein Lieblingsfilm heißt Mr Bean und das ist ein Kömodie. Ich finde Mr Bean sehr gut weil es sehr lustig ist. Letzte woche habe ich im Kino mit meine Fruenden James Bond gesehen. Das war sehr gut weil es war sehr interessant. Ich liebe ses auch im Kino gehen weil ich kann essen viel Popcorn und trinken viel Cola! Nächstes Jahr ich mit meine Familie ins Kino einen Film gesehen meine Gebrutstag ferien. Ich sehen Spiderman.

94 words

Total marks: 16 out of 18	
Response to stimulus (AO2): 12 marks	Linguistic knowledge and accuracy (AO3): 3 marks
- The candidate has addressed all four bullet points. The response sits in the 11-13 mark band for coverage. - There is frequent development shown (e.g. “Am Fern sehe ich viel Kömodien jeden Tag.”, “Ich liebe ses auch im Kino gehen weil ich viel Popcorn essen und viel Cola trinken kann!”), though some of the development is simple (e.g. “lustig ist”). For development, the 11-13 mark band best fits. - The response is comprehensible, despite errors which are accounted for in the AO3 grid. There is only an occasional message which is slightly unclear. For comprehensibility, the response sits best in the 11-13 mark band. Overall, the best fit approach when considering the three bullet points of this mark grid is in the middle of the mark band 11-13 for response to stimulus (2).	- There is occasional variety of vocabulary and grammar shown, even if some of the vocabulary is repeated (e.g. “lustig”, “Kino”, “gut”, “sehen” “weil” etc.). All vocabulary appears in the Foundation tier vocabulary list, which is entirely appropriate (3). Variation in grammar includes phrases such as “weil es sehr lustig ist,” “Letzte Woche habe ich ... gesehen”. Most sentences are short and simple, though some simple conjunctions such as ‘und’ are used effectively. The response best sits in the 3-4 mark band for variety (1.iii). - The response shows some success at using the present and past timeframes but is not successful at using a clear future timeframe due to inaccurate verb/tense formation in both of the sentences, from “Nächstes Jahr” ... to “...Spiderman.’ The response sits best in the 3-4 mark band for use of timeframes. - The language used is sometimes accurate, but some minor errors exist such as spelling errors or incorrect word order (e.g. “Nächstes,” “ich kann essen viel Popcorn”). There are also major spelling errors (“Gebrutstag ferien”). Major errors in timeframes have already been mentioned. The response sits in the 3-4 mark band for accuracy (1.iii). The best-fit approach results in this response being placed at the lower end of the 3-4 mark band for linguistic knowledge and accuracy (1.ii, 2).

Example response 2: open response questions

Ich sehr gern aktionenfilm weil es ist ziemlich cool und wirklich interessant. Ich sehe oft aktionenfilm mit mein Schwester im wochenende. Mein Lieblingsfilm ist Top Gun Maverick, es gibt flugeug kampfer und sie war flugen sehr schnell. Das gefällt mir. Ich habe mir Autos gesent, es hat mir wirklich Spaß gemacht. Letzten Monatt bin ich mit meiner Mutter ins Kino gegangen, und mit mein Schwester auch aber das nächste Mal möchte ich mit meinen Freunden gehen. Mit Freunden es ist viel besser.

82 words

Total marks: 10 out of 18	
Response to stimulus (AO2): 6 marks	Linguistic knowledge and accuracy (AO3): 4 marks
- The candidate has addressed three bullet points but they have not fully answered the second bullet point as they do not clearly give a reason for their opinion. The response would therefore sit no higher than the 8-10 mark band for coverage, and for AO2 overall. (1.i). - There is occasional, brief development shown (e.g. “<i>Ich sehe oft ... wochenende,</i>” “<i>es ist ziemlich cool und wirklich interessant</i>”). For development, the 5-7 mark band best fits (1.i). - Some of the response is comprehensible, but the message sometimes breaks down (e.g. “<i>Ich habe mir Autos gesent...</i>”). For comprehensibility, the response sits best in the 5-7 mark band (1.i). Overall, the best fit approach when considering the three criteria of this mark grid is in the middle of the 5-7 mark band for response to stimulus (1.i, 2).	- There is occasional variety of vocabulary and grammatical structures shown, with words like “<i>ziemlich,</i>” “<i>wirklich,</i>” and “<i>lieblingsfilm.</i>” Although missing the umlaut (1.ii), the word ‘<i>Kämpfer</i>’ does not appear in the vocabulary list so is given equal but not extra credit for variety (3). There is the occasional extended sentence using “<i>und</i>” or “<i>aber.</i>” However there is some repetition, eg “<i>aktionfilm,</i>” “<i>mit mein Schwester,</i>” “<i>wirklich.</i>” The response would best sit in the 3-4 band for variety. - There is some successful use of three timeframes (e.g. “<i>es gibt;</i>” “<i>es hat ...gemacht;</i>” “<i>das nächste Mal möchte ich ... gehen</i>) but success with past timeframes is not consistent (“<i>sie war flugen sehr schnell</i>”). The response would best sit in the 3-4 band for use of timeframes. - The language used is sometimes accurate, but with some minor errors (e.g. “<i>Monatt,</i>” “<i>mit mein Schwester,</i>”) and some major errors (<i>Ich sehr gern aktionenfilm</i>) which detract from the accuracy of the response. For accuracy, it would be best placed in the 3-4 mark band. The best-fit approach results in this response being placed at the top of the 3-4 mark band for linguistic knowledge and accuracy (1.ii, 2).

Comparison of example responses 1 and 2

Response to stimulus (AO2):	Linguistic knowledge and accuracy (AO3):
- Response 1 addresses more task bullet points than Response 2 - Response 1 shows more development than Response 2 - Response 1 is more comprehensible than Response 2	- Response 1 shows a bit more variety of language than Response 2 - Response 2 shows more success with timeframes than Response 1. - Response 1 shows similar accuracy as Response 2
Overall, Response 1 scores higher on the AO2 grid when compared with Response 2. For AO3, both reponses are in the 3-4 band. However, although Response 1 has slightly more variety, Response 2 shows more success with use of timeframes.	

Question 4 – Foundation tier translation (10 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

The Response to stimulus grid (AO2) assesses how appropriately the meaning of the original language is transferred. Any appropriate wording is rewarded. The linguistic knowledge and accuracy grid (AO3) assesses the accuracy of the target language. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
5-6	The meaning of the original language is appropriately transferred; only the occasional message may be unclear or incomplete.	4	Vocabulary and grammatical structures are generally accurate; some minor errors, there may be an occasional major error.
3-4	The meaning of some parts of the original language is appropriately transferred; the message sometimes breaks down or is incomplete.	3	Vocabulary and grammatical structures are sometimes accurate; errors include some major errors.
1-2	The meaning of limited parts of the original language is appropriately transferred; messages are frequently unclear and/or incomplete.	2	Vocabulary and grammatical structures are limited in accuracy; frequent errors occur, both major and minor.
0	No rewardable material.	1	Minimal instances of accurate vocabulary and grammatical structures; errors throughout, most of them major.
		0	No rewardable material.

Exemplification of the mark scheme: Translation

The following model response shows an appropriate transference of meaning of Question 4, Foundation tier in the *Sample Assessment Materials*.

Question number	Question	Model response
4(a)	Germany is very beautiful.	<i>Deutschland ist sehr schön.</i>
4(b)	There are many tourists there.	<i>Es gibt viele Touristen dort.</i>
4(c)	We often go on holiday in the summer.	<i>Im Sommer fahren wir oft in den Urlaub.</i>
4(d)	I always buy souvenirs for my friends and family.	<i>Ich kaufe immer Souvenirs für meine Freunde und Familie.</i>
4(e)	Last year I saw a big castle and a museum.	<i>Letztes Jahr habe ich ein großes Schloss und ein Museum gesehen.</i>

Example Response 1

- (a) *Deutschland ist sehr schön.*
 (b) *Es gibt viel touristen dort.*
 (c) *In Sommer fahren wir in den Urlaub.*
 (d) *Ich kaufe immer Souvenirs für meine Freunden und Familie.*
 (e) *Letztes Jahr habe ich ein großes Schloss und ein Museum gesehen.*

Total marks: 9 out of 10	
Response to stimulus (AO2): 5 marks	Linguistic knowledge and accuracy (AO3): 4 marks
The meaning of the original language is appropriately transferred; only the message in (c) is slightly different from the original meaning, since it omits the word "oft".	Grammatical structures and vocabulary are generally accurate; but there are some minor errors (e.g. "viel", "Freunden").

Example Response 2

- (a) *Deutschland ist sehr schon.*
 (b) *Gibt es viele touristen.*
 (c) *Wie gehe am fehrie im sommer.*
 (d) *Ich kaufe immer souvenirs fur mein Frendich und Family.*
 (e) *Leste Jahr ich ein große..... und ein Museum gesehen habbe.*

Total marks: 6 out of 10	
Response to stimulus (AO2): 3 marks	Linguistic knowledge and accuracy (AO3): 3 marks
The meaning of some parts of the original language is appropriately transferred, e.g. sentences (a), (b) (though with omission of "dort") and the first part of (d). However the message sometimes breaks down where language becomes less recognisable e.g. sentence (c) ("Wie gehe am fehrie ...") and (d) "Frendich" or are incomplete such as in (e) (omission of <i>Schloss</i>).	Grammatical structures and vocabulary are sometimes accurate (e.g. " <i>Ich kaufe immer souvenirs...</i> "). Errors include both minor errors (e.g. " <i>schon</i> ") and major errors such as in verb formation (<i>Leste Jahr ... gesehen habbe</i>) and use of English words (" <i>Family</i> ").

Example Response 3

- (a) *Deutschland ist sehr scon.*
 (b) *Es sind grobes touristen.*
 (c) *Wir oft gehen als holiday in der sommer.*
 (d) *Ich...souvenir....*
 (e) *Letzen jar ich ... gross castle und museum.*

Total marks: 3 out of 10	
Response to stimulus (AO2): 2 marks	Linguistic knowledge and accuracy (AO3): 1 mark
The meaning of limited parts or words of the original language is appropriately transferred, such as " <i>Deutschland</i> " and " <i>in der sommer.</i> " The other messages are frequently unclear and/or incomplete, with (d) and (e) being incomplete.	There are minimal instances of accurate vocabulary and grammatical structures, with the candidate using English words (e.g. " <i>holiday</i> ", " <i>castle</i> "). There are major errors throughout (e.g. " <i>scon</i> " " <i>grobess</i> ").