

GCSE (9-1) German (1GN1)

Sample Assessment Materials

Paper 4, Writing
Higher

First teaching September 2024
First certification from 2026

(Updated July 2025)

GCSE (9-1) German

Sample Assessment Materials

Paper 4, Writing

Higher

- 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 20 minutes	Paper reference	1GN1/4H
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German
PAPER 4: Writing in German

Higher 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 and 3.
- In Questions 1 and 2, 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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- what you normally eat or drink
- the pros and cons of fast food
- who you ate lunch with recently
- where you will buy food next week.

Write your answer **in German**. You should aim to write between 130 and 150 words.



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(Total for Question 2 = 22 marks)



(10)

I am always hard-working and honest. On Saturday afternoon I earn money in a shop in the town centre. My manager sometimes helps when I have a problem. Last week we talked about jobs abroad, perhaps in Germany. It is my dream to work for an international company in the future.

(Total for Question 3 = 10 marks)

TOTAL FOR PAPER = 50 MARKS

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German GCSE German Writing Higher 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 and 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 1 and 2)

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 1 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 which 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 which is very different to English in form and/or function.

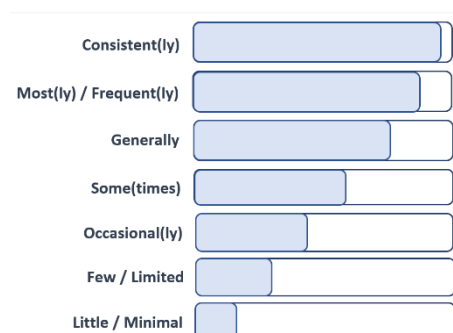
Variety refers to the range of vocabulary and grammatical structures **listed in the specification** for each tier. Any grammatical structures or vocabulary used which is outside of these lists is rewarded with equal (but not extra) credit.

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 (AO2 and AO3 grids: all questions)

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 – Higher 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 different 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. <i>“Am Fern sehe ich viel Kömodien jeden Tag.”</i>, <i>“Ich liebe ses auch im Kino gehen weil ich viel Popcorn essen und viel Cola trinken kann!”</i>), though some of the development is simple (e.g. <i>“lustig ist”</i>). 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. <i>“lustig”, “Kino”, “gut”, “sehen” “weil”</i> etc.). All vocabulary appears in the Foundation tier vocabulary list, which is entirely appropriate (3). Variation in grammar includes phrases such as <i>“weil es sehr lustig ist,” “Letzte Woche habe ich ... gesehen”</i>. Most sentences are short and simple, though some simple conjunctions such as <i>‘und’</i> 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 <i>“Nächstes Jahr” ... to “...Spiderman.”</i> 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. <i>“Nächstes,” “ich kann essen viel Popcorn”</i>). There are also major spelling errors (<i>“Gebrutstag ferien”</i>). 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 aktionefilm weil es ist ziemlich cool und wirklich interessant. Ich sehe oft aktionefilm 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 aktionefilm</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 2 – Higher tier (22 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 130–150 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
14-17	• All four bullet points addressed • Consistent development of ideas • Response is easily comprehensible; it is rare that the message is not immediately clear.	4-5	• A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language • Consistently successful use of three timeframes • Consistently accurate language; any errors are minor.
11-13	• All four bullet points addressed • Frequent development of ideas • Response is comprehensible; the occasional message may be unclear.	2-3	• Some variety of vocabulary and grammatical structures, some extended sentences; some complex language • Generally successful use of at least two timeframes • Generally accurate language; mostly minor errors, occasional major errors.
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.	1	• Occasional variety of vocabulary and grammatical structures; occasionally extended sentences; there may be occasional use of complex language • Occasional success with timeframes. • Some accurate language; frequent errors, some of them major.
5-7	• Two or more bullet points addressed • Occasional, brief development of ideas • Some parts of the response are comprehensible; the message sometimes breaks down.	0	• No rewardable material.
1-4	• One or more bullet point addressed • Limited development of ideas, any extra detail is likely to be very brief • Limited parts of the response are comprehensible; the message often breaks down.		
0	• No rewardable material.		

Question 3 – Higher tier translation (10 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- 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 consistently and appropriately transferred; any lack of clarity is rare.	4	Vocabulary and grammatical structures are consistently accurate; any errors are minor.
3-4	The meaning of most of the original language is appropriately transferred; the occasional message may be unclear or incomplete.	3	Vocabulary and grammatical structures are generally accurate; minor errors occur, major errors are rare.
1-2	The meaning of some parts of the original language is appropriately transferred; the message sometimes breaks down or is incomplete.	2	Vocabulary and grammatical structures are sometimes accurate; errors include some major errors.
0	No rewardable material.	1	Vocabulary and grammatical structures are limited in accuracy; frequent errors occur, both major and minor.
		0	No rewardable material.

Exemplification of the mark scheme: Translation

The following model response shows an appropriate transference of meaning of Question 3, Higher tier in the *Sample Assessment Materials*.

Question	Model response
I am always hard-working and honest. On Saturday afternoon I earn money in a shop in the town centre. My manager sometimes helps when I have a problem. Last week we talked about jobs abroad, perhaps in Germany. It is my dream to work for an international company in future.	<i>Ich bin fleißig und ehrlich. Am Samstagnachmittag verdiene ich Geld in einem Geschäft in der Stadtmitte. Mein Manager hilft manchmal, wenn ich ein Problem habe. Letzte Woche haben wir über Jobs im Ausland geredet, vielleicht in Deutschland. Es ist mein Traum, in der Zukunft für eine internationale Firma zu arbeiten.</i>

Example response 1

Ich bin immer fleißig und ehrlich. Am Samstag arbeite ich in einem Geschäft in der Stadtzentrum. Mein Manager hilft wenn ich ein Problem habe. Letzte Woche haben wir über Jobs im Ausland geredet, vielleicht in Deutschland. Es ist mein Traum, in der Zukunft für eine internationale Firma zu arbeiten.

Example response 2

Ich bin immer fleißig und ehrlich. Am Samstag nach mittag verdiene ich Geld in einem Geschäft im Stadt. Wenn ich ein Problem habe mein Manager manchmal hilft. Letzte Woche haben wir über Jobs im Ausschssland, veilleicht im Deustchland. Es is mein dream, zu arbeit for ein.... Internationales.

Example response 3

Ich bin immer (honest) und ich arbeite hart. Am Sonntag verdiene ich in ein Geshaeft in die Stadtzentrum Geld. Meine Manager (helps) manmal wen ich habe eine Problem. Letzte Woche habe wir (about jobs abroad), in Deutsch. Es ist mein Traum fuer ein.... international in die Futur.

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 consistently and appropriately transferred; albeit with a little deviation from the original meaning (e.g. “ <i>Samstag arbeite</i> ” instead of “ <i>Samstagnachmittag verdiene ich Geld</i> ”, and the omission of the word “ <i>manchmal</i> ”).	Grammatical structures and vocabulary are consistently accurate.

Total marks: 6 out of 10	
Response to stimulus (AO2): 4 marks	Linguistic knowledge and accuracy (AO3): 2 marks
The meaning of most of the original language is appropriately transferred despite differences in word order; but the last sentence is incomplete and therefore affects the clarity of the message.	Vocabulary and grammatical structures are sometimes accurate, but the response contains some minor errors (e.g. “ <i>uber</i> ”, “ <i>ehrlig</i> ”, “ <i>Auschssland</i> ”) in addition to major errors with verb formation (e.g. no verb at the end of the sentence “ <i>Letzte Woche ... Deutschland</i> ”).

Total marks: 3 out of 10	
Response to stimulus (AO2): 2 marks	Linguistic knowledge and accuracy (AO3): 1 mark
The meaning of some parts of the original language is appropriately transferred despite errors (e.g. “ <i>verdiene ich in ein Geshaeft in die Stadtzentrum Geld</i> ”), but there are several instances where the message breaks down and/or is incomplete.	Vocabulary and grammatical structures are limited in accuracy, there are frequent errors both major (e.g. “ <i>Am Sonntag</i> ”, <i>in Deutsch</i> ”), and minor (e.g. “ <i>Geshaeft</i> ”, “ <i>manmal</i> ” “ <i>internazional</i> ”).