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# **GCSE MARKING SCHEME**

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**SUMMER 2018**

**GCSE (NEW)  
GERMAN - UNIT 4  
WRITING - HIGHER TIER  
3820UD0-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**WJEC GCSE GERMAN (NEW)**  
**SUMMER 2018 MARK SCHEME**  
**UNIT 4: WRITING**  
**(60 marks)**

**General Advice**

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all.

Particular attention should be paid to the following instructions regarding marking.

- Examiners must be positive in their approach. Look for opportunities to reward rather than penalise.
- Make sure that you are familiar with the questions and the relevant mark schemes.
- Familiarise yourself with the descriptors for each section of each assessment grid. See information below regarding advice on awarding marks using banded mark schemes.
- For questions at Foundation and Higher tier where an approximate word count is advised, the whole task must be marked and no marks are to be deducted for exceeding the word limit.

**Translation into German**

Suggested translations of each sentence or passage are provided in the mark scheme and will be further discussed at the examiners' conference in the light of candidates' scripts. Possible alternatives will be looked at on an individual basis.

**Banded mark schemes**

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Examiners should first read and annotate a candidate's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

**Stage 1 – Deciding on the band**

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors match the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

## Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

The following pages contain the mark scheme and assessment grids for Higher tier. In addition, examiners should ensure they are familiar with the grammar requirements in Appendix B of the specification.

When using the assessment grids for Question 2 Foundation tier, Communication and content and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one skill are not automatically precluded from accessing higher marks in the other. Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for both Communication and content and Linguistic knowledge and accuracy will be awarded.

When using the assessment grids for Question 3 (Foundation tier) and Question 1 (Higher tier), Communication and content and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another. Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

When using the assessment grids for Question 2 Higher tier, Communication and content, and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another. Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

**Question 1****[20]**

Marks will be awarded for Communication and Content and Linguistic knowledge and Accuracy

Candidates are required to address the three compulsory bullet points and write approximately 100 words overall. The candidate must provide some evidence of coverage of all bullet points in order to access the full mark range.

When assessing style and register, the following will be taken into account:

- the appropriateness of the piece for the intended audience (e.g. a friend, peers, tourists, teachers) and the appropriate register (formal or informal), including verbs and possessive adjectives, is used consistently throughout, as appropriate to the level.

| Band | Marks | Communication and Content  | Marks | Linguistic Knowledge and Accuracy   |
|------|-------|--|-------|---|
| 5    | 9-10  | <ul style="list-style-type: none"> <li>A very good response. Relevant information presented to meet all requirements of the task.</li> <li>Facts, ideas and opinions (as appropriate to the task) expressed are clear.</li> </ul>  | 9-10  | <ul style="list-style-type: none"> <li>A good variety of vocabulary and grammatical structures used, including attempts at complex structures.</li> <li>A very good level of accuracy with mainly minor errors. References to past, present and future events are mainly successful.</li> <li>Style and register are appropriate with minor lapses.</li> </ul>  |
| 4    | 7-8   | <ul style="list-style-type: none"> <li>A good response. Relevant information presented to meet almost all requirements of the task with minor omissions.</li> <li>Facts, ideas and opinions (as appropriate to the task) expressed are mostly clear.</li> </ul>                                    | 7-8   | <ul style="list-style-type: none"> <li>A reasonable variety of vocabulary and grammatical structures used, including some attempts at complex structures.</li> <li>A good level of accuracy with occasional major errors and more frequent minor errors. References to past, present and future events are attempted but may not always be successful.</li> <li>Style and register are mostly appropriate.</li> </ul> |
| 3    | 5-6   | <ul style="list-style-type: none"> <li>A reasonable response. Relevant information presented to meet most of the requirements of the task.</li> <li>Facts, ideas and opinions (as appropriate to the task) expressed are generally clear but lapses are likely.</li> </ul>                         | 5-6   | <ul style="list-style-type: none"> <li>Some variety of vocabulary and grammatical structures used including occasional attempts at complex structures.</li> <li>A generally good level of accuracy with more frequent major errors and frequent minor errors. References to past, present and future events are attempted with limited success.</li> <li>Style and register may not always be appropriate.</li> </ul> |
| 2    | 3-4   | <ul style="list-style-type: none"> <li>A basic response. Relevant information presented to meet some of the requirements of the task.</li> <li>Some facts, ideas and opinions (as appropriate to the task) expressed are sometimes clear but the message breaks down occasionally.</li> </ul>      | 3-4   | <ul style="list-style-type: none"> <li>A simple range of vocabulary and grammatical structures used.</li> <li>Some accuracy when using simple structures, though errors are often present.</li> <li>Limited awareness of style and register.</li> </ul>   |
| 1    | 1-2   | <ul style="list-style-type: none"> <li>A limited response. Relevant information presented to meet some aspect of the requirements of the task.</li> <li>Facts, ideas and opinions (as appropriate to the task) expressed are often not clear and the message may break down frequently.</li> </ul> | 1-2   | <ul style="list-style-type: none"> <li>Little variety of vocabulary, and very simple grammatical structures used.</li> <li>Limited accuracy demonstrated.</li> <li>Little or no awareness of style and register.</li> </ul>   |
| 0    | 0     | <ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>  | 0     |   |

Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for Communication and Content and Linguistic Knowledge and Accuracy will be awarded.

## **Guidance for examiners- Linguistic Knowledge and Accuracy**

- (a) A good variety of vocabulary will include common and familiar and less common and less familiar words. A good variety of grammatical structures will include simple word order and short, simple sentences using common structures. Complex structures will include varied and more complex word order and extended sentences with a range of structures such as conjunctions, pronouns and adverbs.
- (b) When assessing style and register, the following will be taken into account:
- the appropriateness of the piece for the intended audience (e.g. a friend, peers, tourists, teachers) and the appropriate register (formal or informal), including verbs and possessive adjectives, is used consistently throughout, as appropriate to the level.

## Question 2

[28]

Marks will be awarded for Communication and Content and Linguistic knowledge and Accuracy.

### **See Assessment Grid for Higher Tier Question 2 Guidance for examiners**

Candidates may use the three bullet points provided but are not limited to them. The content must however be relevant to the main theme of the task. Candidates are required to write approximately 150 words.

- (a) A very good variety of vocabulary will include common and less common, and familiar and less familiar words. Complex grammatical structures will include varied and complex word order, extended sentences with a range of structures such as conjunctions, pronouns and adverbs (see Grammar list in Appendix B of the specification with grammar items that are specific to Higher Tier).
- (b) When assessing style and register, the following will be taken into account:
- the appropriateness of the piece for the intended audience (e.g. a friend, peers, tourists, teachers) and
  - the appropriate register (formal or informal), including verbs and possessive adjectives, is used consistently throughout, as appropriate to the level



**Assessment Grid for Unit 4: Writing Question 2 Higher Tier**

**[28]**

| <b>Band</b> | <b>Marks</b> | <b>Communication and content</b>  | <b>Marks</b> | <b>Linguistic knowledge and Accuracy</b>   |
|-------------|--------------|---|--------------|--|
| <b>5</b>    | <b>16-18</b> | <ul style="list-style-type: none"> <li>• An excellent response. Relevant and very detailed information presented in relation to the task.</li> <li>• Facts, ideas and opinions (as appropriate to the task) are clearly expressed and justified.</li> <li>• Communication is clear with little or no ambiguity.</li> </ul>      | <b>9-10</b>  | <ul style="list-style-type: none"> <li>• A very good variety of vocabulary and grammatical structures, including complex structures.</li> <li>• A very good level of accuracy. References to past, present and future events are successful.</li> <li>• Style and register are appropriate.</li> </ul>   |
| <b>4</b>    | <b>12-15</b> | <ul style="list-style-type: none"> <li>• A very good response. Relevant information with some detail presented in relation to the task.</li> <li>• Facts, ideas and opinions (as appropriate to the task) are expressed and justified.</li> <li>• Communication is mostly clear but with a few ambiguities.</li> </ul>          | <b>7-8</b>   | <ul style="list-style-type: none"> <li>• A good variety of vocabulary and grammatical structures is used, including complex structures.</li> <li>• A very good level of accuracy with some minor errors and occasional major errors. References to past, present and future events are almost always correct.</li> <li>• Style and register are appropriate with only minor lapses.</li> </ul> |
| <b>3</b>    | <b>8-11</b>  | <ul style="list-style-type: none"> <li>• A good response. Mostly relevant information presented in relation to the task.</li> <li>• Facts, ideas and opinions (as appropriate to the task) are expressed with occasional justification.</li> <li>• Communication is usually clear but with some ambiguities.</li> </ul>         | <b>5-6</b>   | <ul style="list-style-type: none"> <li>• A variety of vocabulary and grammatical structures is used including some complex structures.</li> <li>• A reasonable level of accuracy. Minor errors are likely and there may be some major errors. References to past, present and future events are usually correct.</li> <li>• Style and register may not always be appropriate.</li> </ul>       |
| <b>2</b>    | <b>4-7</b>   | <ul style="list-style-type: none"> <li>• A reasonable response. Some relevant information presented in relation to the task.</li> <li>• Some facts, ideas and opinions (as appropriate to the task) are expressed.</li> <li>• Communication is sometimes clear but there may be instances where messages break down.</li> </ul> | <b>3-4</b>   | <ul style="list-style-type: none"> <li>• A simple range of vocabulary and grammatical structures is used.</li> <li>• A good level of accuracy when using simple structures, though errors are often present when attempting more complex structures. References to past, present and future events are occasionally correct.</li> <li>• Limited awareness of style and register.</li> </ul>    |
| <b>1</b>    | <b>1-3</b>   | <ul style="list-style-type: none"> <li>• A basic response. Little relevant information presented in response to the task.</li> <li>• Facts, ideas and opinions (as appropriate to the task) are occasionally expressed.</li> <li>• Communication may not be clear with instances where messages break down.</li> </ul>          | <b>1-2</b>   | <ul style="list-style-type: none"> <li>• Little variety of vocabulary, and simple grammatical structures used.</li> <li>• There may be major errors and frequent minor errors. References to past, present and future events have limited success.</li> <li>• Little or no awareness of style and register.</li> </ul>   |
| <b>0</b>    | <b>0</b>     | <ul style="list-style-type: none"> <li>• Response not worthy of credit or not attempted.</li> </ul>   | <b>0</b>     | <ul style="list-style-type: none"> <li>• Response not worthy of credit or not attempted</li> </ul>   |

Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for Communication and Content and Linguistic knowledge and Accuracy will be awarded.

### Question 3 - Translation

[12]

Marks for translation will be awarded for conveying meaning and for application of grammatical knowledge and structures.

The translation will be divided into five sections. For each section (a, b and c), marks of 0-1-2 will be awarded as follows:

|   |   |
|---|---|
| 2 | Meaning fully conveyed. Grammatical structures correct with very minor errors (such as accents, genders, agreements, etc.).       |
| 1 | Meaning partially conveyed but grammatical structures used are correct; or meaning conveyed but grammatical structures incorrect. |
| 0 | Inappropriate or no response. None of the required information is conveyed.   |

The maximum mark for conveying meaning and for application of grammatical knowledge and structures for this section is 6, as there are three sections to be translated.

For each section (d and e), marks of 0-1-2-3 will be awarded as follows:

|   |   |
|---|---|
| 3 | Meaning fully conveyed. Grammatical structures correct with very minor errors (such as accents, genders, agreements, etc.).       |
| 2 | Meaning partially conveyed but grammatical structures used are correct; or meaning conveyed but grammatical structures incorrect. |
| 1 | Little meaning conveyed. Isolated words are communicated.   |
| 0 | Inappropriate or no response. None of the required information is conveyed.   |

The maximum mark for conveying meaning and for application of grammatical knowledge and structures in this section is 6, as there are two sections to be translated.

The total number of marks available for the translation task as a whole is 12.

To aid examiners in awarding marks for conveying meaning and for application of grammatical knowledge and structures possible alternative answers will be discussed and agreed at conference. Where candidates have adopted a different approach, examiners are advised to discuss this with their Principal Examiner or Team Leader.

| English  | 3 marks  | *2 marks  | *1 mark   |
|--|--|---|---|
| Last week I bought a new smart phone.                            | N/A  | Letzte Woche habe ich ein neues Handy/ Smartphone gekauft..   | past tense incorrect<br>word order (inversion) incorrect  |
| It is much better than my old phone but it was quite expensive.  | N/A  | Es ist viel besser als mein altes Handy/ Smartphone, aber es war ziemlich teuer.  | comparison incorrect<br>adverb incorrect<br>word order incorrect  |
| I use my mobile phone to surf the internet and to chat online.   | N/A  | Ich benutze mein Handy, um im Internet zu surfen und online zu chatten.<br>Ich benutze mein Handy zum Internetsurfen ...                | incorrect vocabulary (benutzen)<br>um ... zu + infinitive<br>word order   |
| It seems that social networks will become even more popular.     | Es scheint, dass die sozialen Netzwerke noch beliebter werden/ immer beliebter werden.<br><br>Es ist möglich, dass...<br><br>Es sieht danach aus, dass ... | <b>2 of the following points:</b><br><br>Es scheint, dass ...<br><br>word order after <i>dass</i> verb last position                    | <b>1 of the following points:</b><br><br>Es scheint, dass ...<br><br>word order after <i>dass</i> verb last position                    |
| But should we learn more about the dangers of modern technology? | Aber sollten /sollen/ müssen wir mehr über die Gefahren von moderner Technologie/ modernen Technologien lernen?  | <b>2 of the following points:</b><br><br>correct use of modal verb + infinitive<br><br>correct present tense ending<br><br>die Gefahren | <b>1 of the following points:</b><br><br>correct use of modal verb + infinitive<br><br>correct present tense ending<br><br>die Gefahren |

\*To be discussed at examiners' conference