



GCSE MARKING SCHEME

SUMMER 2022

**GERMAN - COMPONENT 4
WRITING - HIGHER TIER
C820UD0-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

GCSE GERMAN

SUMMER 2022 MARK SCHEME

COMPONENT 4: WRITING (60 marks) - HIGHER TIER

Question 1

(20 marks)

Marks will be awarded for Communication and content and Linguistic knowledge and accuracy.

See Assessment Grid for Foundation Tier Question 3/Higher Tier Question 1 Guidance for examiners

Candidates are required to address the three compulsory bullet points and write approximately 90-120 words overall. The candidate must provide some evidence of coverage of all bullet points in order to access the full mark range. The task will enable candidates to demonstrate their ability to produce clear and coherent text of extended length to present facts and express ideas and opinions; to make independent, creative and more complex use of language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They will also be able to demonstrate their ability to make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They will be required to manipulate the language, using and adapting a variety of structures and vocabulary, including appropriate style and register.

- (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, used consistently throughout, as appropriate to the level.

Question 2

(28 marks)

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 are required to address the two compulsory bullet points and write approximately 150-180 words. The candidate must provide some evidence of coverage of both bullet points in order to access the full mark range. The task will enable candidates to demonstrate their ability to produce clear and coherent text of extended length to present facts and express ideas and opinions; to make independent, creative and more complex use of language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They will also be able to demonstrate their ability to make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They will be required to manipulate the language, using and adapting a variety of structures and vocabulary, including appropriate style and register.

- (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 Component 4: Writing Question 2 Higher Tier
(28 marks)

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

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)**

The task will enable candidates to demonstrate their ability to convey key messages accurately and to apply grammatical knowledge of language and structures in context. 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 incorrect punctuation, umlauts, 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 incorrect punctuation, umlauts, 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
I think free time is very important.		<p>Ich finde Freizeit sehr wichtig</p> <p>Ich denke Freizeit ist sehr wichtig</p> <p>Ich finde, dass Freizeit sehr wichtig ist.</p>	<p>Omission of "very".</p> <p>Incorrect word order of verb.</p> <p>Incorrect word order</p>
Last week I went to my favourite restaurant.		<p>Letzte Woche bin ich zu/in meinem Lieblingsrestaurant gegangen.</p> <p>(DO NOT ACCEPT "AUF" or "NACH")</p>	<p>Omission of "favourite".</p> <p>Omission of past participle or auxiliary verb.</p> <p>Omission of "to".</p> <p>Incorrect word order</p>
The food is delicious, although it is really expensive.		<p>Das Essen ist lecker obwohl es wirklich teuer ist.</p> <p>Only accept synonyms of "really" - (echt/richtig) Do not accept "sehr", "extrem" etc</p>	<p>Omission of one half of sentence.</p> <p>Inaccurate position of second verb.</p>
I like going shopping, but only when I have lots of money.	Ich mag einkaufen gehen aber nur, wenn ich viel Geld habe.	<p>Omission of one half of sentence.</p> <p>Inaccurate position of second verb.</p> <p>Ich mag kaufen gehen aber nur, wenn ich viel Geld habe.</p>	Isolated words.
Tomorrow I will go to the cinema with my sister to see a film.	Morgen werde ich mit meiner Schwester ins Kino gehen, um einen Film zu sehen.	Omission of "um ... zu" clause/"mit meiner Schwester"/"ins Kino".	Isolated words.

(50 words)