



GCSE MARKING SCHEME

GERMAN

SUMMER 2014

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCSE GERMAN. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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MARK SCHEME - LISTENING

IMPORTANT GENERAL PRINCIPLES

A detailed mark scheme is provided but further answers will be discussed at the examiners' conference, in the light of candidates' scripts.

Figures and numbers are accepted.

Answers which contain incorrect spelling in either English or Welsh but are understandable and unambiguous in their meaning will be credited with the marks available. However, no marks will be given for a misspelt word which is the same spelling as the spelling in German.

Disregard additional incorrect information as long as the correct answer has been given and the additional information does not contradict or modify what has been said.

When extra boxes are ticked, credit the correct answers then subtract the incorrect ones. It is important to decide the scope of the mark allocation.

If candidates hedge their bets (give 2 contradictory answers) $+ 1 - 1 = 0$.

Possible errors in marking:

- Awarding more marks than are allocated.
- Forgetting a task is worth 2 marks and only giving 1 mark.
- Confusion about the number of details needed for allocated marks.
- Mathematical errors.
- Seeing a correct answer in the incorrect place and crediting it.
- Concentrating on seeking ticks in correct boxes and not seeing additional extra ticks in wrong boxes.

UNIT 1: LISTENING – SUMMER 2014

MARK SCHEME

FOUNDATION TIER

Q.1 Stefan is talking about his new pet. What does he say about it?

Tick (✓) four correct boxes.

Mein Lieblingstier ist eine Schlange aber Mama hat "nein" gesagt. Ich habe jetzt einen Hund. Er ist drei Monate alt und er ist braun. Im Moment spielen wir zusammen. Wenn er älter ist, machen wir bestimmt jeden Tag einen Spaziergang zusammen.

His favourite animal is a snake	<input checked="" type="checkbox"/>	It is black	<input type="checkbox"/>
His favourite animal is a dog	<input type="checkbox"/>	It is brown	<input checked="" type="checkbox"/>
His pet is 3 months old	<input checked="" type="checkbox"/>	He plays with his pet	<input checked="" type="checkbox"/>
His pet is 3 weeks old	<input type="checkbox"/>	He walks with his pet	<input type="checkbox"/>

[4]

Q.2 Anna and Thomas are talking about their plans for the weekend.

Tick (✓) six correct boxes.

2. Das Wetter im Moment ist schrecklich. Es regnet jeden Tag und es wird kaum hell.
3. Aber im Januar ist es immer so. Schnee oder Regen.
2. Was machen wir denn am Wochenende? Ich möchte nicht, die ganze Zeit zu Hause sitzen.
3. Ich auch nicht. Sollen wir ins Kino gehen?
2. Gute Idee. Dann ist das Wetter nicht wichtig.
3. Was für einen Film möchtest du sehen? Einen Actionfilm vielleicht?
2. Das weiss ich nicht, aber bitte keinen Liebesfilm.
3. Liebesfilme finde ich blöd.
2. Gehen wir am Nachmittag hin und dann können wir später essen.
3. Prima.
2. Treffen wir uns am Samstag um 14.00 Uhr?
3. In Ordnung.

(i)	It snows and rains in January.	<input type="checkbox"/>
(ii)	It snows or rains in January.	<input checked="" type="checkbox"/>
(iii)	They agree to stay at home at the weekend.	<input type="checkbox"/>
(iv)	They agree to go to the cinema.	<input checked="" type="checkbox"/>
(v)	They dislike action films.	<input type="checkbox"/>
(vi)	They dislike romantic films.	<input checked="" type="checkbox"/>
(vii)	They decide to go in the afternoon.	<input checked="" type="checkbox"/>
(viii)	They decide to go in the evening.	<input type="checkbox"/>
(ix)	After the cinema they will eat.	<input checked="" type="checkbox"/>
(x)	After the cinema they will go home.	<input type="checkbox"/>
(xi)	They agree to meet at 1 p.m.	<input type="checkbox"/>
(xii)	They agree to meet at 2 p.m.	<input checked="" type="checkbox"/>

[6]

Q.3

Some friends are talking about holidays.

- (a) What does she want to do in the holidays?

Tick (✓) the correct box.

4. Wenn ich im Urlaub bin, möchte ich den ganzen Tag in der Sonne liegen. Ich finde es schön, 2 Wochen lang faul zu sein. Ein aktiver Urlaub ist nichts für mich.

Go out every evening.

Lie in the sun.

Have an active holiday.

[1]

- (b) What does the speaker prefer?

Tick (✓) the correct box.

1. Ich mache lieber einen Urlaub im Winter, weil ich Wintersport mag. Heisse Länder mag ich nicht.

Hot countries.

Winter holidays.

Sailing.

[1]

- (c) What does the speaker like about her holiday?

Tick (✓) the correct box.

4. Ich fahre dieses Jahr nach Frankreich, um meine Familie dort zu besuchen. Das französische Essen finde ich so lecker!

Going to the same place every year.

Staying in a hotel.

The food.

[1]

Q.4 Some friends are talking about future jobs.

(a) What job does she not want to do?

Tick (✓) the correct box.

2. Wenn ich die Schule verlasse, weiss ich gar nicht, was ich machen werde. Ich weiss nur, dass der Beruf Lehrerin nichts für mich ist.

Picture of a German cook

Picture of a German teacher

Picture of a German taxi driver

[1]

(b) What does she want to be?

Tick (✓) the correct box.

3. Ich möchte gern in einer Bank arbeiten. Die Arbeit ist interessant und man arbeitet mit Computern und hat auch Kontakt zu Leuten.

Picture of someone working in an office

Picture of someone as a journalist

Picture of someone working in a bank

[1]

(c) What does he want to be?

Tick (✓) the correct box.

4. Ich werde Architekt. Das Studium dauert zwar lange, aber die Arbeit ist kreativ und man bekommt viel Geld.

Picture of a clothes designer

Picture of an architect

Picture of someone working in a bank

[1]

Q.5

Friends are planning for a Welsh school's visit.

- (a) How long is the visit?

Tick (✓) the correct box.

Wie lange bleiben die Waliser bei uns?
Sie sind eine Woche hier in Deutschland.

Picture of a calendar showing 6 days	Picture of a calendar showing 1 week	Picture of a calendar showing 1 month
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

- (b) What does the speaker suggest?

Tick (✓) the correct box.

Meine Eltern haben ein Sommerhaus oben im Wald. Wir können da eine Grillparty haben.

Picture of a BBQ	Picture of a disco / young people dancing	Picture of birthday party with cake
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[1]

- (c) What do they think their Welsh friends will want to do?

Tick (✓) the correct box.

Wir müssen auch einkaufen gehen. Unsere Freunde aus Wales möchten bestimmt Geschenke kaufen.

Picture of a football match	Picture of people shopping	Picture of people eating in a restaurant
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

- (d) What does this speaker find important?

Tick (✓) the correct box.

So hektisch muss es nicht sein. Die Gäste müssen auch Zeit haben, bei uns zu Hause zu sein. Bei uns in der Familie ist es wichtig, dass wir alle zusammen zu Abend essen.

Picture of a German family having breakfast at home. (ham, cheese, rolls, coffee)	Picture of a German family eating in a restaurant	Picture of a family eating chicken salad and chips at home
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

[1]

Q.6 Two friends are talking about where they live.

(a) Tick (✓) the two correct statements.

So schön ist es hier nicht. In einer Industriestadt ist es schmutzig und auch hektisch. Es gibt Graffiti und die Straßen sind nicht sauber. Ich würde lieber auf dem Lande wohnen.

He finds it an attractive town.	<input type="checkbox"/>
It is an industrial town.	<input checked="" type="checkbox"/>
The streets are dirty.	<input checked="" type="checkbox"/>
He likes living there.	<input type="checkbox"/>

[2]

(b) Tick (✓) the two correct statements.

So schlimm ist es doch nicht. Für junge Leute ist hier viel los: Theater, Kinos, Geschäfte und Cafés. Im Dorf ist es vielleicht schön, aber das Leben in der Stadt macht mir Spaß. Es ist aber teuer, in der Stadt zu wohnen.

There is a lot going on for young people.	<input checked="" type="checkbox"/>
The speaker finds living in a village boring.	<input type="checkbox"/>
It is fun to live in a town.	<input checked="" type="checkbox"/>
It is not expensive to live in a town.	<input type="checkbox"/>

[2]

Q.7 Friends are talking about healthy living.

(a) What does she do to get fit?

Tick (✓) the correct box.

Um fit zu bleiben, gehe ich dreimal die Woche ins Fitnesszentrum.

Picture of someone going to a dance class twice a week	Picture of someone going to fitness centre twice a week	Picture of someone going to fitness centre three times a week
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		[1]

(b) How does she keep fit?

Tick (✓) the correct box.

Ich finde es sehr langweilig im Fitnesszentrum. Ich gehe lieber jeden Tag nach der Schule spazieren.

Picture of someone going to a fitness centre	Picture of someone going to the swimming pool	Picture of someone going for a walk
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		[1]

(c) What does he find important to do?

Tick (✓) the correct box.

Es ist auch wichtig, gesund zu essen. Ich esse jeden Tag Obst und Gemüse. Ich trinke keine Cola, weil sie so süß ist. Ich trinke viel Wasser.

Picture showing fruit, vegetables and cola	Picture showing fruit, vegetables and water	Picture showing fruit and water
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		[1]

(d) What else is important?

Tick (✓) the correct box.

Viele Leute in meiner Klasse frühstücken gar nicht. Wenn man Hunger hat, lernt man einfach nicht. Ein gesundes Frühstück ist wichtig.

Picture of a healthy meal salad & fish	Picture of piece of cake and a cup of coffee	Picture of a healthy breakfast
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		[1]

Q.8 Friends are having a chat.

(a) What happens in Wales?

Tick (✓) the correct box.

In Wales muss man jetzt die Plastiktüten im Supermarkt bezahlen.

Picture of a plastic bag no price	Picture of a cloth bag	Picture of a plastic bag showing you must pay 5p
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

[1]

(b) What did he do last week?

Tick (✓) the correct box.

Letzte Woche habe ich meinen Eltern geholfen. Ich habe viel im Garten gearbeitet.

Picture of a young person & 2 parents washing a car	Picture of a young person & 2 parents working in the garden	Picture of a young person & 2 parents cleaning windows of a house
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

(c) What did he do last night?

Tick (✓) the correct box.

Ich war gerade im Internet und habe mit meiner Brieffreundin am Computer gesprochen. Sie hat mir mit meinen englischen Hausaufgaben geholfen.

Picture of a young person talking to a penfriend over the internet	Picture of a young person texting a penfriend	Picture of a young person using an online dictionary German to English
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[1]

(d) What will they do next week?

Tick (✓) the correct box.

Nächste Woche heiratet meine Schwester. Wir werden feiern.

Picture of a birthday cake and lots of people	Picture of a wedding - formal wedding picture	Picture of a BBQ party with lots of people
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

Q.9 You are on work experience in a tourist office and have an enquiry from a German family about their stay in Wales. Make notes **in English**.

Part 1

Wir kommen am 2. Juni in Wales an. Wir sind eine Familie von 4 Personen und haben 2 Kinder. Mein Sohn ist sehr sportlich und möchte das Rugbystadion in Cardiff besuchen. Meine Tochter ist musikalisch und möchte ins Konzert gehen.

The German family arrives in Wales on 2nd June.

There are 4 people in the family/ two adults and two children

The son wants to visit the rugby stadium/the Millennium Stadium.

Cardiff stadium = 0
ruby stadium = 0

The daughter wants to go to a concert.

musical = 0
music show = 0
theatre = 0

[4]

Part 2

Wir bleiben 3 Tage in Cardiff vom 2. bis zum 4. Juni. Können Sie ein kinderfreundliches Hotel empfehlen? Es soll nicht zu teuer sein. Wir würden gerne auch nach Nordwales fahren. Ist es besser ein Auto zu mieten oder ist es leichter mit der Bahn nach Holyhead zu fahren?

They are staying for 3 / 2nd- 4th June days in Cardiff.

They want to stay in a child friendly/ not (too) expensive / cheap/hotel good with children/family hotel.

friendly/friendliest = 0
children's /kids' = 0

They want to know if it is better to rent/hire a car or travel/go by/take a/get a/catch a train/rail to North Wales.

drive a car = 0
travel by car = 0
get a car = 0
take public transport = 0
visit Holyhead = 0
go to North Wales = 0

[4]

UNIT 1: LISTENING –SUMMER 2014

TAPESCRIPT

FOUNDATION TIER

Q.1 Stefan is talking about his new pet.

Mein Lieblingstier ist eine Schlange aber Mama hat "nein" gesagt. Ich habe jetzt einen Hund. Er ist drei Monate alt und er ist braun. Im Moment spielen wir zusammen. Wenn er älter ist, machen wir bestimmt jeden Tag einen Spaziergang zusammen.

Q.2 Anna and Thomas are talking about their plans for the weekend.

2. Das Wetter im Moment ist schrecklich. Es regnet jeden Tag und es wird kaum hell.
3. Aber im Januar ist es immer so. Schnee oder Regen.
2. Was machen wir denn am Wochenende? Ich möchte nicht, die ganze Zeit zu Hause sitzen.
3. Ich auch nicht. Sollen wir ins Kino gehen?
2. Gute Idee. Dann ist das Wetter nicht wichtig.
3. Was für einen Film möchtest du sehen? Einen Actionfilm vielleicht?
2. Das weiss ich nicht, aber bitte keinen Liebesfilm.
3. Liebesfilme finde ich blöd.
2. Gehen wir am Nachmittag hin und dann können wir später essen.
3. Prima.
2. Treffen wir uns am Samstag um 14.00 Uhr?
3. In Ordnung.

Q.3 Some friends are talking about holidays.

- (a) 4. Wenn ich im Urlaub bin, möchte ich den ganzen Tag in der Sonne liegen. Ich finde es schön, 2 Wochen lang faul zu sein. Ein aktiver Urlaub ist nichts für mich.
- (b) 1. Ich mache lieber einen Urlaub im Winter, weil ich Wintersport mag. Heisse Länder mag ich nicht.
- (c) 4. Ich fahre dieses Jahr nach Frankreich, um meine Familie dort zu besuchen. Das französische Essen finde ich so lecker!

Q.4 Some friends are talking about future jobs.

- (a) 2. Wenn ich die Schule verlasse, weiss ich gar nicht, was ich machen werde. Ich weiss nur, dass der Beruf Lehrerin nichts für mich ist.
- (b) 3. Ich möchte gern in einer Bank arbeiten. Die Arbeit ist interessant und man arbeitet mit Computern und hat auch Kontakt zu Leuten.
- (c) 4. Ich werde Architekt. Das Studium dauert zwar lange, aber die Arbeit ist kreativ und man bekommt viel Geld.

Q.5 Friends are planning for a Welsh school's visit.

- (a) Wie lange bleiben die Waliser bei uns? Sie sind eine Woche hier in Deutschland.
- (b) Meine Eltern haben ein Sommerhaus oben im Wald. Wir können da eine Grillparty haben.
- (c) Wir müssen auch einkaufen gehen. Unsere Freunde aus Wales möchten bestimmt Geschenke kaufen.
- (d) So hektisch muss es nicht sein. Die Gäste müssen auch Zeit haben, bei uns zu Hause zu sein. Bei uns in der Familie ist es wichtig, dass wir alle zusammen zu Abend essen.

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- (a) So schön ist es hier nicht. In einer Industriestadt ist es schmutzig und auch hektisch. Es gibt Graffiti und die Straßen sind nicht sauber. Ich würde lieber auf dem Lande wohnen.
- (b) So schlimm ist es doch nicht. Für junge Leute ist hier viel los: Theater, Kinos, Geschäfte und Cafés. Im Dorf ist es vielleicht schön, aber das Leben in der Stadt macht mir Spaß. Es ist aber teuer, in der Stadt zu wohnen.

Q.7 Friends are talking about healthy living.

- (a) Um fit zu bleiben, gehe ich dreimal die Woche ins Fitnesszentrum.
- (b) Ich finde es sehr langweilig im Fitnesszentrum. Ich gehe lieber jeden Tag nach der Schule spazieren.
- (c) Es ist auch wichtig, gesund zu essen. Ich esse jeden Tag Obst und Gemüse. Ich trinke keine Cola, weil sie so süß ist. Ich trinke viel Wasser.
- (d) Viele Leute in meiner Klasse frühstücken gar nicht. Wenn man Hunger hat, lernt man einfach nicht. Ein gesundes Frühstück ist wichtig.

Q.8 Friends are having a chat.

- (a) In Wales muss man jetzt die Plastiktüten im Supermarkt bezahlen.
- (b) Letzte Woche habe ich meinen Eltern geholfen. Ich habe viel im Garten gearbeitet.
- (c) Ich war gerade im Internet und habe mit meiner Brieffreundin am Computer gesprochen. Sie hat mir mit meinen englischen Hausaufgaben geholfen.
- (d) Nächste Woche heiratet meine Schwester. Wir werden feiern.

Q.9 You are on work experience in a tourist office and have an enquiry from a German family about their stay in Wales.

Part 1

Wir kommen am 2. Juni in Wales an. Wir sind eine Familie von 4 Personen und haben 2 Kinder. Mein Sohn ist sehr sportlich und möchte das Rugbystadion in Cardiff besuchen. Meine Tochter ist musikalisch und möchte ins Konzert gehen.

Part 2

Wir bleiben 3 Tage in Cardiff vom 2. bis zum 4. Juni. Können Sie ein kinderfreundliches Hotel empfehlen? Es soll nicht zu teuer sein. Wir würden gerne auch nach Nordwales fahren. Ist es besser ein Auto zu mieten oder ist es leichter mit der Bahn nach Holyhead zu fahren?

IMPORTANT GENERAL PRINCIPLES

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When extra boxes are ticked, credit the correct answers then subtract the incorrect ones. It is important to decide the scope of the mark allocation.

If candidates hedge their bets (give 2 contradictory answers) $+ 1 - 1 = 0$.

Possible errors in marking:

- Awarding more marks than are allocated.
- Forgetting a task is worth 2 marks and only giving 1 mark.
- Confusion about the number of details needed for allocated marks.
- Mathematical errors.
- Seeing a correct answer in the incorrect place and crediting it.
- Concentrating on seeking ticks in correct boxes and not seeing additional extra ticks in wrong boxes.

UNIT 1: LISTENING – SUMMER 2014

MARK SCHEME

HIGHER TIER

Q.1. Friends are talking about healthy living.

- (a) What does she do to get fit ?
Tick (✓) the correct box.

Um fit zu bleiben, gehe ich dreimal die Woche ins Fitnesszentrum.

Picture of someone going to a dance class twice a week	Picture of someone going to fitness centre twice a week	Picture of someone going to fitness centre three times a week
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

[1]

- (b) How does she keep fit?
Tick (✓) the correct box.

Ich finde es sehr langweilig im Fitnesszentrum. Ich gehe lieber jeden Tag nach der Schule spazieren.

Picture of someone going to a fitness centre	Picture of someone going to the swimming pool	Picture of someone going for a walk
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

[1]

- (c) What does he find important to do?
Tick (✓) the correct box.

Es ist auch wichtig gesund zu essen. Ich esse jeden Tag Obst und Gemüse. Ich trinke keine Cola, weil sie so süß ist. Ich trinke viel Wasser.

Picture showing fruit, vegetables and cola	Picture showing fruit, vegetables and water	Picture showing fruit and water
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

- (d) What else is important?
Tick (✓) the correct box.

Viele Leute in meiner Klasse frühstücken gar nicht. Wenn man Hunger hat, lernt man einfach nicht. Ein gesundes Frühstück ist wichtig.

Picture of a healthy meal salad & fish	Picture of piece of cake and a cup of coffee	Picture of a healthy breakfast
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

[1]

Q.2 Friends are having a chat.

(a) What happens in Wales?

Tick (✓) the correct box.

In Wales muss man jetzt die Plastiktüten im Supermarkt bezahlen.

Picture of a plastic bag no price	Picture of a cloth bag	Picture of a plastic bag showing you must pay 5p
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

[1]

(b) What did he do last week?

Tick (✓) the correct box.

Letzte Woche habe ich meinen Eltern geholfen. Ich habe viel im Garten gearbeitet.

Picture of a young person & 2 parents washing a car	Picture of a young person & 2 parents working in the garden	Picture of a young person & 2 parents cleaning windows of a house
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

(c) What did he do last night?

Tick (✓) the correct box.

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Picture of a young person talking to a penfriend over the internet	Picture of a young person texting a friend	Picture of a young person using an online dictionary German to English
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[1]

(d) What will they do next week?

Tick (✓) the correct box.

Nächste Woche heiratet meine Schwester. Wir werden feiern.

Picture of a birthday cake and lots of people	Picture of a wedding – formal wedding picture	Picture of a BBQ party with lots of people
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[1]

Q.3. You are on work experience in a tourist office and have an enquiry from a German family about their stay in Wales. Make notes in English.

Part 1

Wir kommen am 2. Juni in Wales an. Wir sind eine Familie von 4 Personen und haben 2 Kinder. Mein Sohn ist sehr sportlich und möchte das Rugbystadion in Cardiff besuchen. Meine Tochter ist musikalisch und möchte ins Konzert gehen.

The German family arrives in Wales on 2nd June.

There are 4 people in the family/ two adults and two children

The son wants to visit the rugby stadium/the Millennium Stadium.

Cardiff stadium = 0
ruby stadium = 0

The daughter wants to go to a concert.

musical = 0
music show = 0
theatre = 0

[4]

Part 2

Wir bleiben 3 Tage in Cardiff vom 2. bis zum 4 Juni. Können Sie ein kinderfreundliches Hotel empfehlen? Es soll nicht zu teuer sein. Wir würden gerne auch nach Nordwales fahren. Ist es besser ein Auto zu mieten oder ist es leichter mit der Bahn nach Holyhead zu fahren?

They are staying for 3/ 2nd- 4th June days in Cardiff.

They want to stay in a child friendly/ not (too) expensive / cheap/hotel good with children/ family hotel.

friendly/friendliest = 0
children's /kids' = 0

They want to know if it is better to rent/hire a car or travel/go by/take a/get a/catch a train/rail to North Wales.

drive a car = 0
travel by car = 0
get a car = 0
take public transport = 0
visit Holyhead = 0
go to North Wales = 0

[4]

Q.4 Friends are talking about work experience.

Answer the questions in English.

Part 1

1. Nächste Woche machen wir ein Arbeitspraktikum. Ich freue mich sehr darauf.
2. Wieso denn? Ich werde in einer Bank arbeiten, weil ich keinen Platz bei einer Computerfirma bekommen konnte. Ich würde lieber etwas Praktisches machen.

(a) What is the first speaker's attitude to work experience?

It is (very) positive / He is looking forward to it/ He can't wait.

_____ [1]

excited = 0

likes it = 0

delighted = 0

pleased = 0

(b) Where will the second speaker spend her work experience?

In a bank.

_____ [1]

(c) What would she prefer to do?

Something practical / A practical job

_____ [1]

a practical job making things = 0

Part 2

3. Ich finde es auch so unfair, dass wir eine Woche lang arbeiten müssen. Es bringt uns gar nichts. Die Arbeitssituation hier in Deutschland ist nicht so gut und in anderen Ländern ist es noch schlimmer als hier.
4. Sei doch nicht so negativ. Das Berufspraktikum ist so eine gute Erfahrung und man lernt mehr über die Arbeitswelt.

(d) Why does the first speaker have a negative view of work experience?

Write **one** reason.

It is unfair/You don't learn anything/ The work situation in Germany is not good/
Work is hard to find/There aren't many available jobs in Germany.

_____ [1]

The work situation in other countries is worse than Germany = 0

Work in Germany is not so good = 0

Work experience in Germany is not so good = 0

- (e) What are the **two** positive things that the second speaker mentions about work experience?

It is a good experience / You learn (more) about the world of work.

[2]

You understand the business world = 0
You get ready for a real job = 0
It's practical and you learn a lot = 0
More about the work = 0
You learn more about work all over the world = 0
Experience of a job = 0
Prepares you for work = 0
Good practice = 0

Part 3

1. Meine Schwester Anna hat letztes Jahr ein Arbeitspraktikum gemacht. Für sie war es ganz toll. In der Schule war sie ziemlich faul, aber sie hat gelernt, dass sie gute Qualifikationen bekommen muss, um eine interessante Stelle zu finden.
2. Das Arbeitspraktikum für mich ist eine Zeitverschwendung. Für mich wäre es besser, die Woche in der Schule zu verbringen.

- (f) How did work experience change Anna's attitude?

She realises she needs good qualifications/grades (to get/find/have an interesting job) / She works harder at school/ She's not lazy anymore/ She used to be lazy at school.

[1]

Learnt what qualifications she needs to have = 0
Changed her expectations = 0
Has to get extra qualifications = 0
More interested in learning = 0
She worked better at school = 0

- (g) Why does the second speaker feel a week in school would be better?

(She feels) work experience is a waste of time.

[1]

pointless = 0
useless = 0
more useful = 0
isn't useful = 0
you learn more = 0
don't learn enough on work experience = 0

- Q.5.** Young people are talking about healthy living.
Answer the questions in English.

Part 1

3. Lisa, was hast du am Samstag gemacht?
4. Ich war mit meiner Kusine Sara im Kino und danach sind wir essen gegangen. Meine Kusine isst sehr gern italienisch und es gibt ein neues Restaurant in der Altstadt.

- (a) What did the girls do on Saturday evening? Write **two** things.

They went to the cinema / They ate in a restaurant/
They went for a meal.

Had something to eat = 0

[2]

Part 2

3. Was habt ihr gegessen?
4. Ich habe Pizza und Sara hat Hähnchen mit Pommes gegessen. Als Nachtisch haben wir beide italienisches Eis gehabt. Das war so lecker.

- (b) What did they eat as a main course? Write **two** things.

Pizza

Chicken with chips/fries

chicken (on its own) = 0
chips/fries (on their own) = 0
pizza with chips = 0
pizza with chicken = 0
Italian ice cream = 0

[2]

Part 3

1. Peter, das Problem für mich ist, ich finde Pizza lecker aber leider gar nicht so gesund.
2. Stimmt. Pizza enthält viele Kalorien und viel Fett.
4. Das weiss ich und normalerweise esse ich gesund: Salat, Gemüse, Obst und ich trinke Wasser oder Kräutertee.
3. Um gesund zu sein, muss man alles essen. Wenn man ab und zu Fastfood isst, ist es auch nicht so schlimm.

- (c) What does Peter think of pizza? Write **one** thing.

It has a lot of calories/it contains a lot of fat/very fatty.

_____ [1]

unhealthy = 0
fattening = 0
tasty = 0
it's not too bad = 0
too much fat = 0
too fatty = 0

- (d) What does the last speaker suggest about fast food?

You can eat it occasionally/It can be part of a diet/It's not so bad/You shouldn't eat it often.

_____ [1]

Part 4

1. Ich habe neulich gehört, dass der Lebensstil von Jugendlichen sehr ungesund ist. Wir essen ungesund, machen wenig Sport und sitzen stundenlang am Computer oder vor dem Fernseher. Das finde ich auch komisch, weil man jetzt viel in der Schule über Fitness und gesunde Ernährung lernt.

- (e) Why is young people's lifestyle said to be unhealthy? Write **one** reason.

They eat unhealthily/do little sport/exercise/sit a lot (in front of TV/computer).

_____ [1]

do no sport / exercise = 0
watch too much TV = 0
they are always playing on the computer = 0

- (f) How does school try to help? Write **one** thing.

It teaches about/tries to encourage / fitness/ healthy eating/ healthy food/
healthy lifestyle/(they/pupils) learn about fitness/ healthy eating/ healthy food .

_____ [1]

try to encourage sport activities = 0
they learn about unhealthy food = 0
serve healthy meals = 0
they help with fitness = 0
improve their fitness = 0
gets them to do fitness = 0
do fitness at school = 0
teaches you about sport = 0
sit on computers = 0
they learn fitness lessons = 0
they incorporate fitness = 0

Q.6. Young people are talking about the environment.

Answer the questions in English.

Part 1

1. Ich habe genug von der Umwelt gehört. Heute in der Englischstunde haben wir einen Artikel darüber gelesen und zu Hause müssen wir eine Präsentation machen. Wir sprechen zu viel darüber.
2. Die Umwelt ist aber ein sehr wichtiges Thema. Unsere Generation muss etwas machen. Wir haben viele Umweltprobleme: Umweltverschmutzung, zu viel Müll, sauren Regen. Wir sprechen über die Umwelt, aber wir sind umweltfeindlich.

(a) What is the first speaker's opinion about the environment?

There is too much talk about it/He has heard enough about it/ Fed up with it.

[1]

Not much concern = 0

(b) What **two** environmental problems does the second speaker mention?

Pollution / too much rubbish / litter / acid rain.

[2]

rubbish everywhere = 0

sour rain = 0

dirty environment = 0

air pollution = 0

Part 2

3. In unserer Stadt versucht man, der Umwelt zu helfen. Wir haben ein gutes öffentliches Verkehrssystem, und das Auto ist dann nicht so wichtig. Zu Hause können wir alles recyceln wie Plastik und Altglas, und Küchenreste kann man auch kompostieren.

(c) How is the town trying to reduce car use?

Public transport is good/ Good public transport (system)/ Good transport system.

[1]

(d) What **two** things does the speaker suggest can be done at home to help the environment?

Recycle plastic / glass / kitchen waste/ compost kitchen waste/
make a compost heap for left-over food/kitchen waste/ kitchen waste
can go on a compost heap or in a compost bin/ kitchen waste can be used as
compost/ Recycle everything.

[2]

biowaste = 0

make a compost heap from vegetables = 0

use/ can compost = 0

make use of compost waste = 0

should have composts = 0

create compost at home = 0

do compost = 0

have a compost heap = 0

Part 3

4. Wir könnten viel mehr in der Schule machen. Die Computer sind oft im Standby. Solche Geräte sollten wir ausschalten, Lichter ausmachen usw.
1. Wir könnten zusammen etwas für den Umweltschutz machen. Gute Idee. Etwas Praktisches zu machen ist positiver, als die ganze Zeit darüber zu sprechen.
4. Machen wir!

(e) What could the young people do in school? Write **one** detail.

Turn off appliances / computers / lights/ Turn/take computers off standby.

[1]

(f) Why does the speaker suggest doing something practical? Write **one** suggestion.

Something more positive/better than talking/ It makes more of a difference/
It is more useful.

[1]

many people talk about it but don't do anything = 0

positive attitude= 0

positive for the environment = 0

UNIT 1: LISTENING – SUMMER 2013

TAPESCRIPT

HIGHER TIER

Q.1 Friends are talking about healthy living.

- (a) Um fit zu bleiben, gehe ich dreimal die Woche ins Fitnesszentrum.
- (b) Ich finde es sehr langweilig im Fitnesszentrum. Ich gehe lieber jeden Tag nach der Schule spazieren.
- (c) Es ist auch wichtig gesund zu essen. Ich esse jeden Tag Obst und Gemüse. Ich trinke keine Cola, weil sie so süß ist. Ich trinke viel Wasser.
- (d) Viele Leute in meiner Klasse frühstücken gar nicht. Wenn man Hunger hat, lernt man einfach nicht. Ein gesundes Frühstück ist wichtig.

Q.2 Friends are having a chat.

- (a) In Wales muss man jetzt die Plastiktüten im Supermarkt bezahlen.
- (b) Letzte Woche habe ich meinen Eltern geholfen. Ich habe viel im Garten gearbeitet.
- (c) Ich war gerade im Internet und habe mit meiner Brieffreundin am Computer gesprochen. Sie hat mir mit meinen englischen Hausaufgaben geholfen.
- (d) Nächste Woche heiratet meine Schwester. Wir werden feiern.

Q.3 You are on work experience in a tourist office and have an enquiry from a German family about their stay in Wales.

Part 1

Wir kommen am 2. Juni in Wales an. Wir sind eine Familie von 4 Personen und haben 2 Kinder. Mein Sohn ist sehr sportlich und möchte das Rugbystadion in Cardiff besuchen. Meine Tochter ist musikalisch und möchte ins Konzert gehen.

Part 2

Wir bleiben 3 Tage in Cardiff vom 2. bis zum 4 Juni. Können Sie ein kinderfreundliches Hotel empfehlen? Es soll nicht zu teuer sein. Wir würden gerne auch nach Nordwales fahren. Ist es besser ein Auto zu mieten oder ist es leichter mit der Bahn nach Holyhead zu fahren?

Q.4 Friends are talking about work experience.

Part 1

1. Nächste Woche machen wir ein Arbeitspraktikum. Ich freue mich sehr darauf.
2. Wieso denn? Ich werde in einer Bank arbeiten, weil ich keinen Platz bei einer Computerfirma bekommen konnte. Ich würde lieber etwas Praktisches machen.

Part 2

3. Ich finde es auch so unfair, dass wir eine Woche lang arbeiten müssen. Es bringt uns gar nichts. Die Arbeitssituation hier in Deutschland ist nicht so gut und in anderen Ländern ist es noch schlimmer als hier.
4. Sei doch nicht so negativ. Das Berufspraktikum ist so eine gute Erfahrung und man lernt mehr über die Arbeitswelt.

Part 3

1. Meine Schwester Anna hat letztes Jahr ein Arbeitspraktikum gemacht. Für sie war es ganz toll. In der Schule war sie ziemlich faul, aber sie hat gelernt, dass sie gute Qualifikationen bekommen muss, um eine interessante Stelle zu finden.
2. Das Arbeitspraktikum für mich ist eine Zeitverschwendung. Für mich wäre es besser, die Woche in der Schule zu verbringen.

Q.5 Young people are talking about healthy living.

Part 1

3. Lisa, was hast du am Samstag gemacht?
4. Ich war mit meiner Kusine Sara im Kino und danach sind wir essen gegangen. Meine Kusine isst sehr gern italienisch und es gibt ein neues Restaurant in der Altstadt.

Part 2

3. Was habt ihr gegessen?
4. Ich habe Pizza und Sara hat Hähnchen mit Pommes gegessen. Als Nachtisch haben wir beide italienisches Eis gehabt. Das war so lecker.

Part 3

1. Peter, das Problem für mich ist, ich finde Pizza lecker aber leider gar nicht so gesund.
2. Stimmt. Pizza enthält viele Kalorien und viel Fett.
4. Das weiss ich und normalerweise esse ich gesund: Salat, Gemüse, Obst und ich trinke Wasser oder Kräutertee.
3. Um gesund zu sein, muss man alles essen. Wenn man ab und zu Fastfood isst, ist es auch nicht so schlimm.

Part 4

1. Ich habe neulich gehört, dass der Lebensstil von Jugendlichen sehr ungesund ist. Wir essen ungesund, machen wenig Sport und sitzen stundenlang am Computer oder vor dem Fernseher. Das finde ich auch komisch, weil man jetzt viel in der Schule über Fitness und gesunde Ernährung lernt.

Q.6 Young people are talking about the environment.

Part 1

1. Ich habe genug von der Umwelt gehört. Heute in der Englischstunde haben wir einen Artikel darüber gelesen und zu Hause müssen wir eine Präsentation machen. Wir sprechen zu viel darüber.
2. Die Umwelt ist aber ein sehr wichtiges Thema. Unsere Generation muss etwas machen. Wir haben viele Umweltprobleme: Umweltverschmutzung, zu viel Müll, sauren Regen. Wir sprechen über die Umwelt, aber wir sind umweltfeindlich.

Part 2

3. In unserer Stadt versucht man, der Umwelt zu helfen. Wir haben ein gutes öffentliches Verkehrssystem, und das Auto ist dann nicht so wichtig. Zu Hause können wir alles recyceln wie Plastik, und Altglas, und Küchenreste kann man auch kompostieren.

Part 3

4. Wir könnten viel mehr in der Schule machen. Die Computer sind oft im Standby. Solche Geräte sollten wir ausschalten, Lichter ausmachen usw.
1. Wir könnten zusammen etwas für den Umweltschutz machen. Gute Idee. Etwas Praktisches zu machen ist positiver, als die ganze Zeit darüber zu sprechen.
4. Machen wir!

MARK SCHEME

READING GENERAL PRINCIPLES

Foundation Total 40

Higher Total 40

All candidates will have attempted **either** the higher papers **or** the foundation paper. They will not have attempted both. (If they have done so, then contact WJEC.)

The principle underlying the marking is the total, partial or non-completion of the task required except for those questions involving a choice between options. In those instances, the answer is either correct or incorrect and there is no partially correct answer.

Multiple choice, true/false, choosing the correct option from a series of pictures etc. will be marked as agreed in the conference. No half marks will be awarded.

On some occasions there may only be a partial, incomplete, or ambiguous answer and we need to look at these on an individual basis.

Figures and numbers are acceptable.

Answers which contain incorrect spelling in either English or Welsh but are understandable and unambiguous in their meaning will be credited with the marks available. However, no marks will be given for a misspelt word which is the same spelling as the spelling in German.

Any incorrect information is disregarded as long as a correct answer is given unless the incorrect information obviously contradicts or modifies what has been said.

Our policy when too many alternative and incorrect answers are given is to penalise for each extra incorrect answer.

e.g. one answer possible and two answers given, the correct one and an alternative
 $= 1 - 1 = 0$

two possible answers and three answers given, two correct and an alternative
 $= 1 + 1 = 2 - 1 = 1$

Where the information given e.g. in brackets or with an oblique (unless considered an alternative answer) makes the answer more ambiguous we deduct a mark, i.e. $2 - 1 = 1$

Each of the tasks is worth 1 mark (there are 40 on the foundation and 40 on the higher paper) in all and the number of tasks per question is indicated by the scale printed at the side of the question. Each task should be marked as indicated in the marking scheme and as confirmed in the examiners' conference.

The marks awarded for each question should be shown in the margin by the question; these should be totalled and the total shown at the bottom of the margin on the final page. The total is out of 40 on the foundation paper and 40 on the higher paper.

It is important to avoid the following errors in marking.

- (a) Awarding more than the maximum per sub-section or task.
- (b) Forgetting that each task is worth **one** mark i.e. the maximum in the right hand margin should be the mark printed on the paper.
- (c) Confusion between the number of details required per question, especially when alternative answers are allowed.
- (d) Mathematical errors – incorrect addition and wrong transfer of total working mark to the front page.
- (e) Incorrect marking due to lack of appreciation of the marking scheme on specific points or due to ultimately believing that a wrong answer frequently given by candidates is correct!

UNIT 3: READING – SUMMER 2014

MARK SCHEME

FOUNDATION TIER

N.B. All possible answer will be discussed at the Examiners' Conference in the light of scripts that have been received.

1. (6 marks)

1	2	3	4	5	6	7
Example	C	F	B	H	E	G

2. (6 marks)

1	2	3	4	5	6	7
Example	D	H	C	F	E	B

3. (6 marks)

(i)	(ii)	(iii)	(iv)	(v)
Example	PAUL	X	KAREN	SABINE

(vi)	(vii)	(viii)	(ix)	(x)
X	X	VERONIKA	RASHEED	VASILIS

4. (6 marks)

Correct answers

(ii)	(iv)	(vi)	(vii)	(viii)	(x)
------	------	------	-------	--------	-----

5. Section A (5 marks)

Correct answers

(ii)	(iii)	(vi)	(viii)	(xi)
------	-------	------	--------	------

Section B**(3 marks)**

One full mark per answer:

(i) Flat/Where they live/Home too small. No room. No garden. (1 of)
(ii) Her brother (Gerrit) broke/smashed it. N.B. Brother <u>must</u> be mentioned.
(iii) 'Sandwich' child/ child in the middle/ middle child/the one in the middle (1 of)

No mark:

(i) Garden too small/ House too small.
(ii) It fell apart.
(iii) Kind.

Q.6 Section A**(4 marks)**

(i) Farm (house)
(ii) New/ better job/position/employment (with a firm)/work/for his job/to work/his firm is there
(iii) Town/city centre/Middle of town/the middle/centre/inner sector
(iv) Tobias and sister (definitely) want to stay there/like it/prefer it/he would rather live there. (Or either Tobias or sister) Or: Mother doesn't like it/Bremen. Must include person's name.

No mark:

(i) Barn
(ii) The father was stressed about driving/It's closer to his work.
(iii)
(iv) It's better.

Section B**(4 marks)**

Correct answers:

(i)	(iv)	(v)	(ix)
-----	------	-----	------

MARK SCHEME

READING GENERAL PRINCIPLES

Foundation Total 40

Higher Total 40

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= 1 -1 = **0**

two possible answers and three answers given, two correct and an alternative
= 1 + 1 = 2 -1 = **1**

Where the information given e.g. in brackets or with an oblique (unless considered an alternative answer) makes the answer more ambiguous we deduct a mark, i.e. 2 -1 = **1**

Each of the tasks is worth 1 mark (there are 40 on the foundation and 40 on the higher paper) in all and the number of tasks per question is indicated by the scale printed at the side of the question. Each task should be marked as indicated in the marking scheme and as confirmed in the examiners' conference.

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- (e) Incorrect marking due to lack of appreciation of the marking scheme on specific points or due to ultimately believing that a wrong answer frequently given by candidates is correct!

UNIT 3: READING – SUMMER 2014

MARK SCHEME

HIGHER TIER

1. Section A (5 marks)

Correct answers

(ii)	(iii)	(vi)	(viii)	(xi)
------	-------	------	--------	------

Section B (3 marks)

One full mark per answer:

(i)	Flat/Where they live/ Home too small. No room. No garden. (1 of)
(ii)	Her brother (Gerrit) broke/smashed it. N.B. Brother <u>must</u> be mentioned.
(iii)	'Sandwich' child/ child in the middle/ middle child/the one in the middle (1 of)

No mark:

(i)	Garden too small/ House too small.
(ii)	It fell apart.
(iii)	Kind.

2. Section A (4 marks)

(i)	Farm (house)
(ii)	New/ better job/position/employment (with a firm)/work/for his job/to work/his firm is there
(iii)	Town/city centre/Middle of town/the middle/centre/inner sector
(iv)	Tobias and sister (definitely) want to stay there/like it/prefer it/ he would rather live there. (Or either Tobias or sister) Or: Mother doesn't like it/Bremen. Must include person's name.

No mark:

(i)	Barn
(ii)	The father was stressed about driving/It's closer to his work.
(iii)	
(iv)	It's better.

Section B**(4 marks)**

Correct answers:

(i)	(iv)	(v)	(ix)
-----	------	-----	------

3.**(12 marks)****N.B. Answers must be specific, showing evidence from text.**

1. Free. Doesn't cost anything/ No charge/ Don't have to pay/ It's cost free	[1]
2. Play and learn (about the workshop) (both)	[2]
3. Listen to stories. Do/Create/Make art. (either)	[1]
4. From many countries/lands/all over the world.	[1]
5. To see places where scenes filmed (In HP films)/ Platform 9¾	[1]
6. Highest/tallest big (Ferris) <u>wheel</u> in the world.	[1]
7. Any two of: 32 capsules/cabins/pods; air-conditioned; made (almost totally) of glass; (each) seats up to 25 people.	[2]
8. Moves/turns (very) slowly.	[1]
9. (Wonderful) view (of city/London/capital/the British city)	[1]
10. Save a third of price/ ⅓	[1]

No mark:

1. Mostly cheap
2.
3. Learn about History
4. All over/some countries/many places/abroad
5.
6.
7. Climatised
8.
9.
10. A lot of money

4. One mark for each distinct point. (2 per person)

(12 marks)

1.	<ul style="list-style-type: none"> • Earn a lot of money • Very interested in the <u>subject/chemistry/becoming a chemist</u> • Wants to work abroad • Lots of jobs available (in this profession/industry)
2.	<ul style="list-style-type: none"> • Spoke it (Russian) every day • Took part in lessons • Tutors and students very helpful • Studied at university • Two terms/semesters at St. Petersburg
3.	<ul style="list-style-type: none"> • Electricians always needed/in demand/busy • Likes the work
4.	<ul style="list-style-type: none"> • Travel (a lot) • Help people in poor countries/Africa/children who are ill, dying/ help other countries in need • Study medicine
5.	<ul style="list-style-type: none"> • Insecure/unsafe/unstable (profession)/not a safe job/ no guarantee in getting parts/roles/work • Pay/money not (always) that good (You/they don't always earn a lot)
6.	<ul style="list-style-type: none"> • Modernise it/ Wants it different but modern • Sell/ have/stock/buy quality instruments (guitars and ukuleles) • Have/set up a website • To get more customers

No mark:

1.	<ul style="list-style-type: none"> • Spend a year abroad
2.	<ul style="list-style-type: none"> • Speaks it every day • Studied with a foreign speaker • Had a tutor
3.	<ul style="list-style-type: none"> • He wants his own company/He wants to work for himself
4.	<ul style="list-style-type: none"> • Afrika
5.	<ul style="list-style-type: none"> • There are not many jobs available • The hours are not good
6.	<ul style="list-style-type: none"> • He wants to take it over

UNIT 2 CONTROLLED ASSESSMENT SPEAKING MARK SCHEME

Structured Conversation

Marks	Communication and Content		Accuracy		Range of Language
10/9	Candidates: <ul style="list-style-type: none"> develop conversations/discussions, steering the conversation to reflect personal interests interact readily respond to teacher intervention narrate events and produce extended sequences of speech explain ideas and points of view 	5	Candidates: <ul style="list-style-type: none"> show a very good level of accuracy with few mistakes speak confidently with convincing pronunciation and intonation 	5	Candidates: <ul style="list-style-type: none"> show signs of more sophisticated language such as idioms and more complex items use a variety of vocabulary, structures and tenses competently
8/7	Candidates: <ul style="list-style-type: none"> take part in a conversation using longer sequences of speech express factual information, ideas and points of view show an ability to interact during the conversation 	4	Candidates: <ul style="list-style-type: none"> show a good level of accuracy though errors are present in more complex sentences use pronunciation and intonation which are mostly accurate 	4	Candidates: <ul style="list-style-type: none"> show signs of a variety of structures, tenses and vocabulary sometimes attempt more complex sentences
6/5	Candidates: <ul style="list-style-type: none"> take part in a conversation/simple discussion about topics with which they are familiar express simple points of view/opinions can deal with some unpredictable elements 	3	Candidates: <ul style="list-style-type: none"> convey clear messages despite some errors use pronunciation that is more accurate than inaccurate 	3	Candidates: <ul style="list-style-type: none"> use appropriate but simple range of vocabulary use uncomplicated language and simple constructions use different tenses when referring to the past, present and future
4/3	Candidates: <ul style="list-style-type: none"> answer some open questions take part in a simple conversation interact in a limited way 	2	Candidates: <ul style="list-style-type: none"> make quite frequent errors attempt to pronounce words accurately 	2	Candidates: <ul style="list-style-type: none"> substitute words and phrases use limited vocabulary and repetition of words and phrases
2/1	Candidates: <ul style="list-style-type: none"> answer mostly closed questions convey minimal information 	1	Candidates: <ul style="list-style-type: none"> speak with many inaccuracies speak with pronunciation that is understandable 	1	Candidates: <ul style="list-style-type: none"> use mainly single words and short phrases
0	Candidates: <ul style="list-style-type: none"> do not communicate 	0	Candidates: <ul style="list-style-type: none"> have no evident knowledge of the language 	0	Candidates: <ul style="list-style-type: none"> have no evident knowledge of the language

Presentation and Discussion

	Delivery of Presentation		Responding to Questions		Accuracy		Range of Language
5	Candidates: <ul style="list-style-type: none"> deliver an articulate and confident presentation 	5	Candidates: <ul style="list-style-type: none"> interact readily during the discussion answer all questions clearly and in detail justify and develop points of view 	5	Candidates: <ul style="list-style-type: none"> show a very good level of accuracy with few mistakes speak confidently with convincing pronunciation and intonation 	5	Candidates: <ul style="list-style-type: none"> use more sophisticated language such as idioms and more complex items use a variety of vocabulary, structures and tenses competently
4	Candidates: <ul style="list-style-type: none"> deliver the presentation competently 	4	Candidates: <ul style="list-style-type: none"> interact during the discussion answer most questions clearly and unambiguously justify points of view 	4	Candidates: <ul style="list-style-type: none"> show a good level of accuracy though errors are present in more complex sentences use pronunciation and intonation which are mostly accurate 	4	Candidates: <ul style="list-style-type: none"> use a variety of vocabulary, structures and tenses sometimes attempt more complex sentences
3	Candidates: <ul style="list-style-type: none"> deliver the main points of the presentation may need some teacher prompting 	3	Candidates: <ul style="list-style-type: none"> may need some teacher prompting answer most questions intelligibly express points of view 	3	Candidates: <ul style="list-style-type: none"> convey clear messages despite some errors use pronunciation that is more accurate than inaccurate 	3	Candidates: <ul style="list-style-type: none"> use an appropriate but simple range of language use uncomplicated language and simple constructions use different tenses when referring to the past, present and future
2	Candidates: <ul style="list-style-type: none"> rely heavily on teacher prompting to deliver the presentation 	2	Candidates: <ul style="list-style-type: none"> answer a few questions and are able to convey some meaning 	2	Candidates: <ul style="list-style-type: none"> make quite frequent errors attempt to pronounce words accurately 	2	Candidates: <ul style="list-style-type: none"> substitute words and phrases use limited vocabulary and repetition of words and phrases
1	Candidates: <ul style="list-style-type: none"> deliver minimal information 	1	Candidates: <ul style="list-style-type: none"> answer very briefly but not clearly or coherently 	1	Candidates: <ul style="list-style-type: none"> speak with many inaccuracies speak with a pronunciation that is understandable 	1	Candidates: <ul style="list-style-type: none"> use mainly single words and short phrases
0	Candidates: <ul style="list-style-type: none"> do not communicate 	0	Candidates: <ul style="list-style-type: none"> do not answer the questions 	0	Candidates: <ul style="list-style-type: none"> have no evident knowledge of the language 	0	Candidates: <ul style="list-style-type: none"> have no evident knowledge of the language

UNIT 4 CONTROLLED ASSESSMENT WRITING MARKSCHEME

COMMUNICATION

MARKS	CRITERIA
9/10	As complete an answer as can be expected. Information is expressed clearly and in detail. Points of view are both developed and justified and presented in an organised fashion.
7/8	Both information and points of view are expressed clearly and unambiguously though there is a lack of development and justification.
5/6	Points of information are expressed intelligibly and answer has a clear structure and organisation. Some points of view are expressed ambiguously.
3/4	There is confusion about the nature of the task though some points of information are expressed intelligibly. Answer tends to be rambling and disorganised.
1/2	Minimal information is communicated and there is little indication that the task has been understood. There is an inability to communicate information or points of view clearly and coherently.
0	The answer is irrelevant or incomprehensible.

QUALITY OF LANGUAGE

ACCURACY

MARKS	CRITERIA
5	Almost always accurate though there may be minor errors in attempts at complex and adventurous structures. Verbs and time references are handled confidently. Basic principles of grammar are sound.
4	Simple structures are accurate though there may be errors in attempts at complex structures. There is a clear grasp of grammar and syntax. Verb and time references are sometimes ambiguous.
3	Simple structures are mainly accurate but there are many basic errors in complex structures. Basic principles of grammar and syntax are sometimes disregarded.
2	Simple structures are sometimes correct though there is an obvious influence of mother tongue grammar and syntax.
1	A high incidence of basic errors even in simple structures, betraying a very limited grasp of grammar.
0	No understanding of grammatical principles.

QUALITY OF LANGUAGE

RANGE

MARKS	CRITERIA
5	Vocabulary and structures attempted are varied and appropriate. Complex structures are handled with confidence. Language shows adventure even if not always totally correct.
4	There is a good range of appropriate vocabulary and structures. Complex structures are mostly correct.
3	There is a range of vocabulary and structures though these may not always be appropriate. Structures tend to be simple rather than complex.
2	The vocabulary and structures are barely appropriate for the task and show a heavy reliance on the mother tongue. There is a predominance of simple structures.
1	The vocabulary is mostly inadequate for the task. Words are strung together making little sense. There is little understanding of language structure.
0	The language and structures are totally inadequate for the task.



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