

Delegate Booklet

GCSE German Mocks Marking

17BAL02

## About this event

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**Course Title: GCSE German Mocks Marking**

**Course Code: 17BAL02**

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## Aims and Objectives of the event

During the event delegates will:

- Understand the assessment requirements of the new specification
- Explore the paper structure and new types of questions
- Review student responses to questions and understand how to accurately apply the mark scheme
- Understand how we can support you
- Be able to ask questions and share good practice



# Pearson

## Agenda

Time	Item
	Welcome Tea & Coffee
5 minutes	Agenda & Introductions
5 minutes	Assessment Structure
60 minutes	Paper 2 Speaking: Foundation and Higher Tiers Role play, Picture task and Conversation
15 minutes	Paper 3 Reading: Foundation and Higher Tier Translation from German into English
55 minutes	Paper 4 Writing: Foundation and Higher tiers All questions
10 minutes	Support Plenary and questions

## Themes and topics

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Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension.

**All themes and topics must be studied in the context of both the students' home country and that of countries and communities where German is spoken.**

For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities in the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to German-speaking countries throughout the course.



## Themes and topics

Each topic has been highlighted in **bold**.

**All topics must be studied in the context of both the students' home country and that of countries and communities where German is spoken.**

### *Theme: Identity and culture*

- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

### *Theme: Local area, holiday and travel*

- **Holidays**: preferences, experiences and destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

### *Theme: School*

- **What school is like**: school types; school day; subjects; rules and pressures; celebrating success
- **School activities**: school trips, events and exchanges

### *Theme: Future aspirations, study and work*

- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs, careers and professions

### *Theme: International and global dimension*

- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being 'green'; access to natural resources



# Pearson

## Activity 1 Foundation Speaking

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### Task 1 – Role play (FR4)

#### Candidate card

##### STIMULUS FR4

**Topic: What school is like**

**Instructions to candidates:**

You are talking to a German exchange student about your school. The teacher will play the role of the visitor and will speak first.

You must address the visitor as *du*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

**Task**

***Du sprichst mit einem/einer deutschen Austauschschüler/in, der/die deine Schule besucht***

1. Klasse – Größe
2. Deutsch – Meinung
3. !
4. Mittagspause – Aktivität
5. ? Deutsche Schule – Ende



# Pearson

## Task 1 – Role play (FR4)

### Teacher-Examiner card

#### STIMULUS FR4

**Topic:** What is school like

**Instructions to teacher:**

- Address the candidate as *du*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

**Begin the role play with the following introduction:**

*Du sprichst mit einem/einer deutschen Austauschschüler/In, der/die deine Schule besucht.*

1	<b>Beschreib mir bitte deine Klasse.</b> Allow the candidate to say how large his/her class is.
2	<b>Wie findest du Deutsch?</b> Allow the candidate to give his/her opinion of German.
3	<b>!</b> <b>Wie oft hast du Sport?</b> Allow the candidate to say how often s/he has sport.
4	<b>Was machst du in der Mittagspause?</b> Allow the candidate to say what s/he does in the lunch break. <b>Schön.</b>
5	<b>?</b> Allow the candidate to ask you when school ends. <i>Give a brief appropriate response.</i>



# Pearson

## Task 1 – Role play (FR4)

### Assessment criteria

#### Assessment criteria for the Foundation tier - Part 1

##### Role play - Foundation tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous <b>OR</b> pronunciation prevents communication
1	Partially clear/ambiguous <b>OR</b> partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the roleplay; unambiguous; pronunciation supports clear communication

##### Additional guidance on the mark scheme

**Appropriate:** relevant response related to the prompt, uses appropriate register for the scenario.

**Partially clear / Pronunciation may affect clarity of communication:** makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

##### Guidance on application of role play mark grid

To exemplify application of the marking criteria, Foundation role play 1 (FR7) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.



Pearson

**NOTES:**



# Pearson

## Task 2 – Picture-based task (FP3)

### Candidate card

#### STIMULUS FP3

Topic: Cultural life



(Source: © LuckyImages / Shutterstock)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung zum Fernsehen
- Eine Fernsehsendung, die du letzte Woche gesehen hast
- Ein Film, den du nächsten Monat sehen möchtest
- Dein Lieblingsfilm



# Pearson

## Task 2 – Picture-based task (FP3)

### Teacher-Examiner card

#### STIMULUS FP3

Topic: Cultural life



(Source: © LuckyImages / Shutterstock)

1. Beschreib mir das Foto.  
[Noch etwas?]
2. Ich liebe Fernsehen. Siehst du auch gern fern?  
[Warum (nicht) / Noch etwas?]
3. Welche Fernsehsendung hast du letzte Woche gesehen? Erzähl mir davon.  
[Noch etwas?]
4. Welchen Film möchtest du nächsten Monat sehen?  
[Warum / Noch etwas?]
5. Was ist dein Lieblingsfilm?  
[Warum / Noch etwas?]





# Pearson

## Task 2 – Picture-based task (FP3)

### Assessment criteria

#### Assessment criteria for the Foundation tier - Part 2

##### Picture-based task - Foundation tier (24 marks)

There are two mark grids to be applied to this task which are:

- communication and content
- linguistic knowledge and accuracy.

##### Picture-based task: communication and content - Foundation tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"><li>• Limited response to set questions, likely to consist of single-word answers</li><li>• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond</li><li>• A straightforward opinion may be expressed but without justification</li><li>• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication</li></ul>
5–8	<ul style="list-style-type: none"><li>• Responds briefly to set questions, there is much hesitation and continuous prompting needed</li><li>• Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond</li><li>• Straightforward, brief opinions are given but without justification</li><li>• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication</li></ul>
9–12	<ul style="list-style-type: none"><li>• Responds to set questions with some development, some hesitation and some prompting necessary</li><li>• Some effective adaptation of language to describe, narrate and inform in response to the set questions</li><li>• Expresses opinions with occasional, brief justification</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</li></ul>
13–16	<ul style="list-style-type: none"><li>• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary</li><li>• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions</li><li>• Expresses opinions and gives justification with some development</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li></ul>

##### Additional guidance

**Adaptation of/adapting language to describe, narrate and inform:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

**Straightforward** opinions and justification are those that form part of a minimum/standard/predictable response.





# Pearson

## Picture-based task: linguistic knowledge and accuracy - Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>Limited accuracy when responding to set questions; minimal success when referring to past, present and future events</li><li>Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation</li></ul>
3–4	<ul style="list-style-type: none"><li>Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity</li><li>Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning</li></ul>
5–6	<ul style="list-style-type: none"><li>Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity</li><li>Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
7–8	<ul style="list-style-type: none"><li>Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity</li><li>Responses are generally coherent although errors occur that occasionally hinder clarity of communication</li></ul>

### Additional guidance

**Errors:** The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



# Pearson

## Task 3 – Conversation

Part 1 Theme 1 – Identity and culture

Part 2 Theme 3 – School

### Assessment criteria for the Foundation tier - Part 3

#### Conversation - Foundation tier (36 marks)

There are three mark grids to be applied to this task, they are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

#### Conversation: communication and content - Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Communicates limited information relevant to the topics and questions</li><li>• Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification</li><li>• Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary</li><li>• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates brief information relevant to the topics and questions</li><li>• Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification</li><li>• Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary</li><li>• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication</li></ul>
7–9	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech</li><li>• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification</li><li>• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</li></ul>
10–12	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with some extended sequences of speech</li><li>• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified</li><li>• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li></ul>



# Pearson

## **Additional guidance**

**Uses language creatively** – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.



# Pearson

## Conversation: interaction and spontaneity - Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question</li><li>• Short, undeveloped responses, many incomplete</li><li>• Isolated examples of ability to sustain communication, pace is slow and hesitant throughout</li></ul>
4–6	<ul style="list-style-type: none"><li>• Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question</li><li>• Short responses, any development depends on teacher prompting</li><li>• Limited ability to sustain communication, pace is mostly slow and hesitant</li></ul>
7–9	<ul style="list-style-type: none"><li>• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted</li><li>• Occasionally able to initiate and develop responses independently but regular prompting needed</li><li>• Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation</li></ul>
10–12	<ul style="list-style-type: none"><li>• Responds spontaneously to some questions, interacting naturally for parts of the conversation</li><li>• Sometimes able to initiate and develop the conversation independently, some prompting needed</li><li>• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation</li></ul>

### Additional guidance

**Rephrasing/repair strategies:** strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

**Responds/responding spontaneously:** gives a relevant, impromptu response based on what they have heard.

**Rehearsed language:** language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).





## Conversation: linguistic knowledge and accuracy - Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Uses straightforward, individual words/phrases; limited evidence of language manipulation</li><li>• Limited accuracy, minimal success when referring to past, present and future events</li><li>• Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation</li></ul>
4–6	<ul style="list-style-type: none"><li>• Uses straightforward, repetitive, grammatical structures</li><li>• Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity</li><li>• Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning</li></ul>
7–9	<ul style="list-style-type: none"><li>• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures</li><li>• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity</li><li>• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
10–12	<ul style="list-style-type: none"><li>• Manipulates grammatical structures with occasional variation, complex structures used but repetitive</li><li>• Generally accurate grammatical structures, generally successful references to past, present and future events</li><li>• Generally coherent speech although errors occur that sometimes hinder clarity of communication</li></ul>

### Additional guidance

**Complex grammatical structures** are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.



# Pearson

**Errors:** The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



Pearson

**NOTES:**



# Pearson

## Activity 2 Higher Speaking

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### Task 1 – Role play (HR8)

#### Candidate card

##### STIMULUS HR8

##### Topic: Cultural life

##### Instructions to candidates:

You are at the cinema with your German friend. Your teacher will play the part of your friend and will speak first.

You must address your friend as *du*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

##### Task

***Du triffst deinen deutschen Freund/deine deutsche Freundin im Kino. Du sprichst mit ihm/ihr über Filme und Kinobesuche.***

1. Kinobesuche – wie oft
2. Abenteuerfilme – Meinung
3. !
4. ? Karten – Preis
5. ? Pläne – nach dem Film





# Pearson

## Task 1 – Role play (HR8)

### Teacher-Examiner card

#### STIMULUS HR8

**Topic:** Cultural life

**Instructions to teacher:**

- Address the candidate as *du*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

**Begin the role play with the following introduction:**

*Du triffst deinen deutschen Freund/deine deutsche Freundin im Kino. Du sprichst mit ihm/ihr über Filme und Kinobesuche.*

1	<b>Wie oft gehst du normalerweise ins Kino?</b> Allow the candidate to say how often s/he usually goes to the cinema.
2	<b>Was hältst du von Abenteuerfilmen?</b> Allow the candidate to give his/her opinion of adventure films.
3	<b>!</b> <b>Erzähle mir von deinem letzten Kinobesuch.</b> Allow the candidate to tell you about his/her last cinema visit. <b>Schön!</b>
4	<b>?</b> Allow the candidate to ask you the price of the cinema tickets. <i>Give an appropriate brief response.</i>
5	<b>?</b> Allow the candidate to ask you about plans for after the cinema. <i>Give an appropriate brief response.</i>



# Pearson

## Task 1 – Role play

### Assessment criteria

#### Assessment criteria for the Higher tier - Part 1

##### Role play - Higher tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous <b>OR</b> pronunciation prevents communication
1	Partially clear/ambiguous <b>OR</b> partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the roleplay; unambiguous; pronunciation supports clear communication

##### Additional guidance on the mark scheme

**Appropriate:** relevant response related to the prompt, uses appropriate register for the scenario.

**Partially clear / Pronunciation may affect clarity of communication:** makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

##### Guidance on application of role play mark grid

To exemplify application of the marking criteria, Higher role play 6 (HR6) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.



Pearson

**NOTES:**



# Pearson

## Task 2 – Picture-based task (HP3)

Candidate card

### STIMULUS HP3

Topic: Cultural life



(Source: © LuckyImages / Shutterstock)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung zu Fernsehen und Teenagern
- Eine Fernsehsendung, die du gesehen hast
- Ein Film, den du gern sehen möchtest
- !



# Pearson

## Task 2 – Picture-based task (HP3)

Teacher-Examiner card

### STIMULUS HP3

Topic: Cultural life



(Source: © LuckyImages / Shutterstock)

1. Beschreib mir das Foto.  
[Noch etwas?]
2. Ich glaube, Teenager sehen gern fern. Was meinst du?  
[Warum (nicht) / Noch etwas?]
3. Hast du eine interessante Fernsehsendung gesehen? Erzähl mir davon.  
[Noch etwas?]
4. Welchen Film möchtest du nächstes Wochenende gern sehen?  
[Warum / Noch etwas?]
5. Was findest du besser, Fernsehen oder Kino?  
[Warum / Noch etwas?]



# Pearson

## Assessment criteria

### Assessment criteria for the Higher tier - Part 2

#### Picture-based task - Higher tier (24 marks)

There are two mark grids to be applied to this task, which are:

- communication and content
- linguistic knowledge and accuracy.

#### Picture-based task: communication and content - Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"><li>• Responds to set questions with some development, some hesitation and some prompting necessary</li><li>• Some effective adaptation of language to describe, narrate and inform in response to the set questions</li><li>• Expresses opinions with occasional, brief justification</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</li></ul>
5–8	<ul style="list-style-type: none"><li>• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary</li><li>• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions</li><li>• Expresses opinions and gives justification with some development</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li></ul>
9–12	<ul style="list-style-type: none"><li>• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary</li><li>• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions</li><li>• Expresses opinions effectively and gives justification which is mostly developed</li><li>• Pronunciation and intonation are intelligible and predominantly accurate</li></ul>
13–16	<ul style="list-style-type: none"><li>• Responds to the set questions with consistently fluent and developed responses</li><li>• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions</li><li>• Expresses opinions with ease and gives fully-developed justification</li><li>• Pronunciation and intonation are consistently accurate and intelligible</li></ul>

#### Additional guidance

**Adaptation of language to describe, narrate and inform:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.



## Picture-based task: linguistic knowledge and accuracy - Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> <li>Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity</li> <li>Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed</li> </ul>
3–4	<ul style="list-style-type: none"> <li>Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity</li> <li>Responses are generally coherent although errors occur that occasionally hinder clarity of communication</li> </ul>
5–6	<ul style="list-style-type: none"> <li>Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions</li> <li>Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication</li> </ul>
7–8	<ul style="list-style-type: none"> <li>Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions</li> <li>Responses are coherent, any errors do not hinder the clarity of the communication</li> </ul>

### Additional guidance

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



# Pearson

## Task 3 – Conversation

Part 1 Theme 1 – Identity and culture

Part 2 Theme 3 – School

### Assessment Criteria

#### Assessment criteria for the Higher tier - Part 3

##### Conversation - Higher tier (36 marks)

There are three mark grids to be applied to this task, they are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

##### Conversation: communication and content - Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech</li><li>• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification</li><li>• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with some extended sequences of speech</li><li>• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified</li><li>• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li></ul>
7–9	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech</li><li>• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions</li><li>• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes</li><li>• Pronunciation and intonation are intelligible and predominantly accurate</li></ul>
10–12	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech</li><li>• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions</li><li>• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes</li><li>• Pronunciation and intonation are consistently accurate and intelligible</li></ul>





# Pearson

## **Additional guidance**

**Uses language creatively:** examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Straightforward** ideas, thoughts and opinions are those that give the minimum/standard/predictable response.



# Pearson

## Conversation: interaction and spontaneity - Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>Occasionally able to respond spontaneously with some examples of natural interaction although often stilted</li><li>Occasionally able to initiate and develop responses independently but regular prompting needed</li><li>Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation</li></ul>
4–6	<ul style="list-style-type: none"><li>Responds spontaneously to some questions, interacting naturally for parts of the conversation</li><li>Sometimes able to initiate and develop the conversation independently, some prompting needed</li><li>Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation</li></ul>
7–9	<ul style="list-style-type: none"><li>Responds to most questions spontaneously, resulting in mostly natural interaction</li><li>Mostly able to initiate and develop the conversation independently</li><li>Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation</li></ul>
10–12	<ul style="list-style-type: none"><li>Responds spontaneously and with ease to questions, resulting in natural interaction</li><li>Consistently able to initiate and develop the conversation independently</li><li>Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow</li></ul>

### Additional guidance

**Respond(s) spontaneously:** gives a relevant, impromptu response based on what they have heard.

**Rephrasing/repair strategies** are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.



# Pearson

## Conversation: linguistic knowledge and accuracy - Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures</li><li>Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity</li><li>Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed</li></ul>
4–6	<ul style="list-style-type: none"><li>Manipulates grammatical structures with occasional variation, complex structures used but repetitive</li><li>Generally accurate grammatical structures, generally successful references to past, present and future events</li><li>Generally coherent speech although errors occur that sometimes hinder clarity of communication</li></ul>
7–9	<ul style="list-style-type: none"><li>Manipulates a variety of grammatical structures, some variety of complex structures</li><li>Predominantly accurate grammatical structures, mostly successful references to past, present and future events</li><li>Predominantly coherent speech; errors occur but they rarely hinder clarity of communication</li></ul>
10–12	<ul style="list-style-type: none"><li>Manipulates a wide variety of grammatical structures, frequent use of complex structures</li><li>Consistently accurate grammatical structures, consistently successful references to past, present and future events</li><li>Fully coherent speech; any errors do not hinder the clarity of the communication</li></ul>

### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.



# Pearson

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



Pearson

**NOTES:**



# Pearson

## Activity 4 Foundation Translation German - English

### Foundation Tier Student A

10 Translate this passage **into** English.

Es gibt ein neues Einkaufszentrum in Bremen. Junge Leute finden die Geschäfte fantastisch. Sie können auch im Restaurant im dritten Stock essen. Letztes Wochenende habe ich dort eingekauft. Für ein Hemd habe ich nur fünfzehn Euro bezahlt.

It is good shopping in Bremen.  
I find shopping at "Junge Leute",  
fantastic. The stock in the  
restaurant is heavy. Last week  
I bought a shirt in DIY.  
I've also bought a dog for  
50 Euros.

### Foundation Tier Student B

10 Translate this passage **into** English.

Es gibt ein neues Einkaufszentrum in Bremen. Junge Leute finden die Geschäfte fantastisch. Sie können auch im Restaurant im dritten Stock essen. Letztes Wochenende habe ich dort eingekauft. Für ein Hemd habe ich nur fünfzehn Euro bezahlt.

There is a new shopping centre in Bremen. Young people  
find it fantastic. They go to the restaurant in the  
centre. Last weekend, I went to buy some things. I  
bought a shirt and it cost 50 euros.



## Assessment grid for Foundation Translation German - English

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### SECTION C

Question number	Answer	Mark
<b>10</b>	There is a new shopping centre in Bremen. Young people find the shops fantastic. They can also eat in the restaurant on the third floor. Last weekend I went shopping there. For a shirt I paid only fifteen euros.	<b>(7)</b>

Mark	Descriptor
0	No rewardable communication.
1–2	Only isolated sentences or phrases are communicated. There are frequent errors and omissions in the translation that prevent meaning being conveyed.
3–4	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. <b>frequent</b> use of incorrect words, omitted <b>phrases</b> , incorrect tenses.
5–6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall flow or clarity of the translation.



# Pearson

## Activity 5 Higher Translation German - English

### Higher Tier Student A

10 Translate this passage into English.

Ich bin der Meinung, dass unser Schultag zu lang ist. Weil wir um halb acht in der Schule sein müssen, sind wir oft erschöpft. Gestern musste ich direkt nach dem Unterricht nach Hause gehen, um meine Hausaufgaben zu machen. Mit so viel Arbeit glaube ich, dass ich die Prüfungen am Ende des Jahres nicht bestehen werde.

In ~~am~~ ~~the~~ my opinion, the school day is too long, because we start at half seven in the morning\*. Yesterday I had to go directly back home, as I had to do homework, as well as work, I cannot wait to see ~~the~~ ~~this~~ this year to end.

\* in often late

### Higher Tier Student B

10 Translate this passage into English.

Ich bin der Meinung, dass unser Schultag zu lang ist. Weil wir um halb acht in der Schule sein müssen, sind wir oft erschöpft. Gestern musste ich direkt nach dem Unterricht nach Hause gehen, um meine Hausaufgaben zu machen. Mit so viel Arbeit glaube ich, dass ich die Prüfungen am Ende des Jahres nicht bestehen werde.

I am of the opinion that our school day is too long. Because we must be in school at half 7, we are often late. Yesterday, I had to go directly under the house to do my homework. With too much work I think, that the exams ~~will be~~ at the end of the year I will not go well in.



## Assessment grid for Higher Translation German - English

### SECTION C

Question number	Indicative content	Mark
<b>10</b>	I am of the opinion that our school day is too long. Since we have to be in school at half past seven, we are often exhausted. Yesterday I had to go straight home after lessons to do my homework. With so much work I think that I will not pass the exams at the end of the year.	<b>(7)</b>

Mark	Descriptor
0	No rewardable communication.
1–3	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. <b>frequent</b> use of incorrect words, omitted <b>phrases</b> , incorrect tenses.
4–6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall effectiveness of the translation.



# Pearson

## Activity 7 Foundation Writing

### Question 1



(Source: © Maximilian Stock Ltd./Getty Images)

1 Du bist in Berlin. Du postest dieses Foto online für deine Freunde.

Beschreibe das Foto **und** schreibe deine Meinung über Einkaufen.

Schreibe ungefähr 20–30 Wörter **auf Deutsch**.

Auf dem Foto ist ~~der~~<sup>der</sup> Markt. Auf dem  
Markt gibt es ~~es~~<sup>also</sup>. In ~~der~~<sup>die</sup> Mitte des  
Bildes ist viel Jugend: ~~da~~<sup>da</sup> auf die rechts  
~~echte~~<sup>echte</sup> oben ist ein gestiftet ~~mit~~<sup>mit</sup> umbreiten.  
d Families ~~haben~~<sup>haben</sup> Obst gekauft. ~~und~~<sup>und</sup> Auf den  
hintergrund is ein baum. meine Meinung  
nach, ich finde den Markt sehr  
interessant, weil es ~~gab~~<sup>gab</sup> viel Obst ist.



# Pearson

## Assessment Criteria

### Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Some relevant, basic information without development</li><li>• Uses language to inform, give short descriptions and express opinions with limited success</li><li>• Uses limited selection of common, familiar vocabulary and expression with frequent repetition</li></ul>
3–4	<ul style="list-style-type: none"><li>• Mostly relevant information, minimal extra detail</li><li>• Uses language to give short descriptions, simple information and opinions with variable success</li><li>• Uses small selection of common, familiar vocabulary and expression with some repetition</li></ul>
5–6	<ul style="list-style-type: none"><li>• Relevant information with occasional extra detail</li><li>• Uses language to give short descriptions, simple information and opinions with some success</li><li>• Uses small selection of common, familiar vocabulary and expression with little repetition</li></ul>

### Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Produces simple, short sentences in isolation</li><li>• Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed</li></ul>
3–4	<ul style="list-style-type: none"><li>• Produces simple, short sentences with little linking</li><li>• Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning</li></ul>
5–6	<ul style="list-style-type: none"><li>• Produces simple sentences with some linking</li><li>• Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication</li></ul>



# Pearson

## **Additional guidance**

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



Pearson

**NOTES:**



## Question 2

### Auf einem Campingplatz

- 2 Sie arbeiten auf einem Campingplatz in Deutschland. Die Familie Schmidt will Informationen über den Campingplatz.

Schreiben Sie eine formelle Antwort mit diesen Informationen:

- wo der Campingplatz ist
- wieviel es pro Nacht kostet
- was man hier machen kann
- Events auf dem Campingplatz in den nächsten Monaten.

Schreiben Sie ungefähr 40–50 Wörter **auf Deutsch**.

Sehr geehrte Frau Schmidt,

Der Campingplatz ist in Hamburg. ~~Der~~ Der Campingplatz kostet €10 pro Leute für ein Nacht. In der Campingplatz, kann man schwimmen. ~~gehen~~ Gestern, habe ich Tennis gespielt, weil ich sehr gut und spannend finde. In der Zukunft, ~~der hat~~ will werde der Campingplatz einen ~~Hallenbad~~ Tennis Club haben. Das ist klasse. Auch, ~~man~~ kann man Rad fahren und esse am Restaurant. Nächste Monaten, ist der Campingplatz zwanzigte Geburtstag. Es gibt eine Party. ~~nächste~~



## Question 2 – Foundation tier (16 marks)

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

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see **Additional guidance** below).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 2: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Limited information given likely to consist of single words and phrases</li><li>• Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down</li><li>• Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts</li><li>• Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression</li></ul>
3–4	<ul style="list-style-type: none"><li>• Some brief information given, basic points made without development</li><li>• Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down</li><li>• Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts</li><li>• Occasional appropriate use of register and style</li></ul>
5–6	<ul style="list-style-type: none"><li>• Some relevant information given appropriate to the task, basic points made with little development</li><li>• Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained</li><li>• Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material</li><li>• Mostly appropriate use of register and style, mostly sustained</li></ul>
7–8	<ul style="list-style-type: none"><li>• Relevant information given appropriate to the task, basic points made with some development</li><li>• Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas</li><li>• Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material</li><li>• Appropriate use of register and style sustained</li></ul>

### Additional guidance

***Independently selected ... vocabulary and expression:*** Students may use key words from the stimulus material but to demonstrate their knowledge of vocabulary and ability to express themselves independently they must be able to use vocabulary and expression that is not in the stimulus material.

***Register and style definition:*** **Formal** register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs and possessive adjectives.

## Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Repetitive use of minimal selection of straightforward grammatical structures</li><li>• Produces individual words/set phrases</li><li>• Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed</li></ul>
3–4	<ul style="list-style-type: none"><li>• Use of a restricted range of straightforward grammatical structures, frequent repetition</li><li>• Produces simple, short sentences, which are not linked</li><li>• Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed</li></ul>
5–6	<ul style="list-style-type: none"><li>• Uses straightforward grammatical structures, some repetition</li><li>• Produces simple, short sentences with minimal linking</li><li>• Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed</li></ul>
7–8	<ul style="list-style-type: none"><li>• Uses straightforward grammatical structures, occasional repetition</li><li>• Produces predominantly simple sentences occasionally linked together</li><li>• Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication</li></ul>

### Additional guidance

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and that result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



Pearson

**NOTES:**

3 (a) Deine Freundin Lisa möchte wissen, wie dein letzter Ausflug war.

Schreibe eine Antwort an Lisa.

Du **musst** diese Punkte einschließen:

- was du gemacht hast
- wie du den Ausflug gefunden hast und warum
- warum Ausflüge wichtig sind oder nicht
- Pläne für den nächsten Ausflug.

Schreibe ungefähr 80–90 Wörter **auf Deutsch**.

(20)

Hallo, Lisa! Mein letzter Ausflug war in London, und es war absolut fantastisch! Letzten Samstag <sup>bin</sup> ~~haben~~ ich alleine um 8:30 Uhr mit dem Zug nach London gefahren. Erstens habe ich Big Ben besucht, weil es so berühmt ist. Wow, Lisa - <sup>es</sup> ~~es~~ ist so gigantisch! Zusätzlich habe ich Fotos und ich habe ein Stadttour gegangen. London war spektakulär für mich, denn die ~~Szenen~~ Aussicht waren atemberaubend und die Leute waren sehr nett. Ich habe viele ~~Ausflüge sind wichtig, weil Sie billig doch spannend sind~~ Souvenirs gekauft (Sie sind so fantastisch, und nicht zu teuer! - PERFECT!) Obwohl war es sehr beschäftigt und überfüllt, war London so toll!

Ausflüge sind wichtig, weil Sie billig <sup>nächsten Monat</sup> doch spannend sind. Vielleicht werde ich <sup>nächsten Monat</sup> nach London ~~zu~~ fahren, weil es so angenehm war.

In der Zukunft <sup>mit dem Flugzeug</sup> möchte ich <sup>nächsten Monat</sup> nach Griechenland fahren. Die Sehenswürdigkeiten sind spektakulär und es ist <sup>realistisch</sup> ~~so~~ heiß und sonnig. Lisa, ich bin sehr glücklich!





### Question 3 – Foundation tier (20 marks)

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

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see **Additional guidance** below).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

#### Question 3: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Communicates brief information relevant to the task with little development</li><li>• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification</li><li>• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition</li><li>• Variable use of appropriate register and style</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates information relevant to the task, with development of the occasional key point and idea</li><li>• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful</li><li>• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language</li><li>• Appropriate use of register and style is evident but with inconsistencies</li></ul>
7–9	<ul style="list-style-type: none"><li>• Communicates information relevant to the task, with development of some key points and ideas</li><li>• Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions</li><li>• Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language</li><li>• Appropriate use of register and style is evident but with occasional inconsistency</li></ul>

Mark	Descriptor
10–12	<ul style="list-style-type: none"><li>• Communicates information relevant to the task with expansion of key points and ideas</li><li>• Effective adaptation of language to narrate, inform, interest and give convincing personal opinions</li><li>• Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language</li><li>• Appropriate use of register and style throughout with minimal inconsistency</li></ul>



# Pearson

## **Additional guidance**

***Creative language use*** – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

***Individual*** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

***Register and style definition: Informal register and style*** – examples of informal style include colloquial, conversational language which students would use with friends. It also requires use of the informal structure when using, for example, verbs and possessive adjectives.

***Adaptation of language to narrate, inform, interest and give convincing opinions***: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.





### Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, some repetition</li> <li>• Produces brief, simple sentences, limited linking of sentences</li> <li>• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Uses mostly straightforward grammatical structures, occasional repetition</li> <li>• Produces occasionally extended sentences linked with familiar, straightforward conjunctions</li> <li>• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Different examples of straightforward grammatical structures are evident</li> <li>• Produces some extended sentences that are linked with familiar, straightforward conjunctions</li> <li>• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Some variation of grammatical structures, occasional complex structure</li> <li>• Produces frequently extended sentences, well linked together</li> <li>• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication</li> </ul>

#### Additional guidance

**Complex** grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



# Pearson

## Question 4

### 4 Übersetze ins Deutsche.

(a) I love Salzburg.

(2)

Ich liebe Salzburg

(b) My friend Max lives there.

(2)

Mein Freund Max wohnt hier.

(c) He has a flat in the town centre.

(2)

Er hat ein wohnplatz in der Stadt.

(d) Last year I visited Max for two weeks in the summer.

(3)

Letztes Jahr Ich Max für  
Letztes Jahr in der sommer für zwei woche  
ich Max.

(e) I liked Austria because it was so beautiful.

(3)

Ich mag Österreich weil es so schön ist war.  
Österreich Österreich

## Question 4 – Foundation tier (12 marks)

### Translation mark grids and example responses

**Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.**

Mark	Descriptor
0	No rewardable material
1	Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed
2	Meaning fully communicated with occasional errors that do not hinder clarity

Question number	Example response
4(a)	Ich liebe Salzburg./Ich mag Salzburg./Salzburg gefällt mir.
4(b)	Mein Freund Max wohnt dort / da.
4(c)	Er hat eine Wohnung in der Stadtmitte/im Stadtzentrum.

**Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.**

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none"><li>Some words are communicated but the overall meaning of the sentence is not communicated</li></ul>
2	<ul style="list-style-type: none"><li>The meaning of the sentence is partially communicated</li><li>Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed</li></ul>
3	<ul style="list-style-type: none"><li>The meaning of the sentence is fully communicated</li><li>Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity</li></ul>

Question number	Example response
4(d)	Letztes Jahr habe ich Max für zwei Wochen im Sommer besucht. (Accept imperfect tense)
4(e)	Ich mochte Österreich, weil es so schön/hübsch war

### Additional guidance

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



# Pearson

## Activity 8 Higher Writing

### Question 1

(b) Dein Freund Mustafa schickt dir Fragen über dein Schuljahr.

Schreibe eine Antwort an Mustafa.

Schuljahr

Du **musst** diese Punkte einschließen:

- seit wann du deine Schule besuchst *how long you've been at school*
- wie du dieses Schuljahr gefunden hast und warum *how I found th. school year*
- deine Pläne für das nächste Schuljahr *Plans for next school year*
- warum Mustafa deine Schule besuchen muss oder nicht *why Mustafa should / shouldn't*

Schreibe ungefähr 80–90 Wörter **auf Deutsch**.

(20)

Hallo Mustafa, *bin ich*  
Ich ~~habe~~ *bin* *um* Seite 4  
Jahren. Diese Jahre war sehr, sehr schwierig,  
weil bin ich bei der Prüfung durchgefallen, aber wir  
haben beim Schulwettbewerb mit gemacht. ~~Da~~ Viele  
Jahre ist erfolgreich.

Nächstes Jahre werden viele Prüfung, ich nicht  
mich darauf. Ich habe 18 ~~ab~~ Prüfung nächstes  
Jahr. Ich werde für die Oberstufe,  
weil werde ich Krimis studieren.

Mustafa muss studieren an High  
School, weil haben wir eine  
Oberstufe, so wir können schneller lernen.



## Assessment criteria for the Higher tier

### Question 1 – Higher tier (20 marks)

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

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see **Additional guidance** below).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> <li>• Communicates brief information relevant to the task with little development</li> <li>• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification</li> <li>• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition</li> <li>• Variable use of appropriate register and style</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Communicates information relevant to the task, with development of the occasional key point and idea</li> <li>• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful</li> <li>• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language</li> <li>• Appropriate use of register and style is evident but with inconsistencies</li> </ul>



# Pearson

7–9	<ul style="list-style-type: none"><li>• Communicates information relevant to the task, with development of some key points and ideas</li><li>• Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions</li><li>• Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language</li><li>• Appropriate use of register and style is evident but with occasional inconsistency</li></ul>
10–12	<ul style="list-style-type: none"><li>• Communicates information relevant to the task with expansion of key points and ideas</li><li>• Effective adaptation of language to narrate, inform, interest and give convincing personal opinions</li><li>• Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language</li><li>• Appropriate use of register and style throughout, with minimal inconsistency</li></ul>

## Additional guidance

**Creative language use** – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

**Individual** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

**Register and style definition: Informal register and style** – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs and possessive adjectives.

**Adaptation of language to narrate, inform, interest and give convincing opinions:** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.





### Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> <li>• Uses straightforward grammatical structures, some repetition</li> <li>• Produces brief, simple sentences, limited linking of sentences</li> <li>• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Uses mostly straightforward grammatical structures, occasional repetition</li> <li>• Produces occasionally extended sentences linked with familiar, straightforward conjunctions</li> <li>• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Different examples of straightforward grammatical structures are evident</li> <li>• Produces some extended sentences that are linked with familiar, straightforward conjunctions</li> <li>• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Some variation of grammatical structures, occasional complex structure</li> <li>• Produces frequently extended sentences, well linked together</li> <li>• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication</li> </ul>

#### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



# Pearson

## Question 2(a)

2 (a) Sie haben ein internationales Sportevent gesehen.

Schreiben Sie einen Zeitungsartikel, der den Leser interessieren wird.

Sie **müssen** diese Punkte einschließen:

- wie Sie es gefunden haben and warum
- warum Jugendliche internationale Sportevents interessant finden
- die Vorteile von verschiedenen Sportarten
- wie man das Interesse von Jugendlichen an Sport wecken könnte.

Rechtfertigen Sie Ihre Ideen und Meinungen.

Schreiben Sie ungefähr 130–150 Wörter **auf Deutsch**.

(28)

Wie wir alle wissen, finden die Olympischen Spiele alle vier Jahre statt und das letzte Mal hatte ich die Gelegenheit, dabei zu sein. Ohne Zweifel war das die beste Erfahrung meines Lebens, da ich viele verschiedene Events sehen konnte.

Jugendliche interessieren sich sehr für solche Events, da sie ihre Vorbilder live sehen können. Obwohl die Gastgeberstadt am Ende manchmal große Schulden hat, sind die Spiele ein unvergessliches Erlebnis. Ich kann sie allen Jugendlichen empfehlen.

Besonders wichtig ist es, ~~versch~~ verschiedene Sportarten zu erleben. Dadurch lernt man, welche Sportart die beste ist. Fußball ist schließlich nicht die einzige Sportart auf der Welt! Junge Frauen können auch sehen, dass die Olympiade nicht nur eine Welt für Männer ist.

## Question 2 – Higher tier (28 marks)

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

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all 4 bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see **Additional guidance** below).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"><li>• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas</li><li>• Some effective adaptation of language to narrate, inform, interest/convince</li><li>• Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language</li><li>• Appropriate use of register and style with the occasional inconsistency</li></ul>
5–8	<ul style="list-style-type: none"><li>• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas</li><li>• Frequently effective adaptation of language to narrate, inform, interest/convince</li><li>• Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language</li><li>• Appropriate use of register and style with few inconsistencies</li></ul>
9–12	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas</li><li>• Mostly effective adaptation of language, to narrate, inform, interest/convince</li><li>• Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language</li><li>• Predominantly appropriate use of register and style</li></ul>
13–16	<ul style="list-style-type: none"><li>• Communicates detailed information relevant to the task, with consistently effective development of key points and ideas</li><li>• Consistently effective adaptation of language to narrate, inform, interest/convince</li><li>• Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language</li><li>• Consistent use of appropriate register and style throughout</li></ul>



# Pearson

## **Additional guidance**

***Creative use of language*** – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

***Individual*** thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

***Adaptation of language to narrate, inform, interest/convince:*** adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

***Register and style definition: Formal*** register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs and possessive adjectives.



## Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> <li>• Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language</li> <li>• Occasional sequences of fluent writing, occasionally extended, well-linked sentences</li> <li>• Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Some variation of grammatical structures, including some repetitive instances of complex language</li> <li>• Prolonged sequences of fluent writing, some extended, well-linked sentences</li> <li>• Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• Uses a variety of grammatical structures, including some different examples of complex language</li> <li>• Predominantly fluent response; frequent extended sentences, mostly well linked</li> <li>• Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• Uses a wide variety of grammatical structures, including complex language</li> <li>• Fluent response throughout with extended, well-linked sentences</li> <li>• Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication</li> </ul>

### Additional guidance

**Complex** grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors which force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



# Pearson

## Question 3

### 3 Übersetze ins Deutsche.

Last year I flew to Austria to visit my friend in Salzburg. When I was there, I met a lot of friendly people. I will go there next year but I do not want to stay with my friend. I would rather book a hotel so that I can have more freedom.

Letztes Jahr ~~habe~~ bin ich Österreich geflogen um  
meinem Freund ~~zu besuchen~~ in Salzburg gebesucht.  
Ich habe viel freundlich menschen getroffen. Ich  
werde nächstes ~~Jahr~~ Jahr gehen aber ich ~~bleibe~~  
werde nicht mit meine Freunde bleiben. Ich möchte  
ein Hotel reserviert so ich habe mehr Freiheit kann.



### Question 3 – Higher tier (12 marks)

#### Translation mark grid and example response

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference</li><li>Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed</li></ul>
4–6	<ul style="list-style-type: none"><li>The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated</li><li>Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed</li></ul>
7–9	<ul style="list-style-type: none"><li>The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated</li><li>Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed</li></ul>
10–12	<ul style="list-style-type: none"><li>The meaning of the passage is fully communicated</li><li>Consistently accurate language and structures, any errors do not hinder clarity</li></ul>

Question number	Example response
3	Letztes Jahr bin ich nach Österreich geflogen, um meinen Freund in Salzburg zu besuchen. Als ich dort war, habe ich viele freundliche Leute getroffen. Ich werde nächstes Jahr dorthin fliegen, aber ich will nicht bei meinem Freund bleiben. Ich würde lieber ein Hotel buchen, um mehr Freiheit zu haben.

#### Additional guidance

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.



Pearson

**NOTES:**