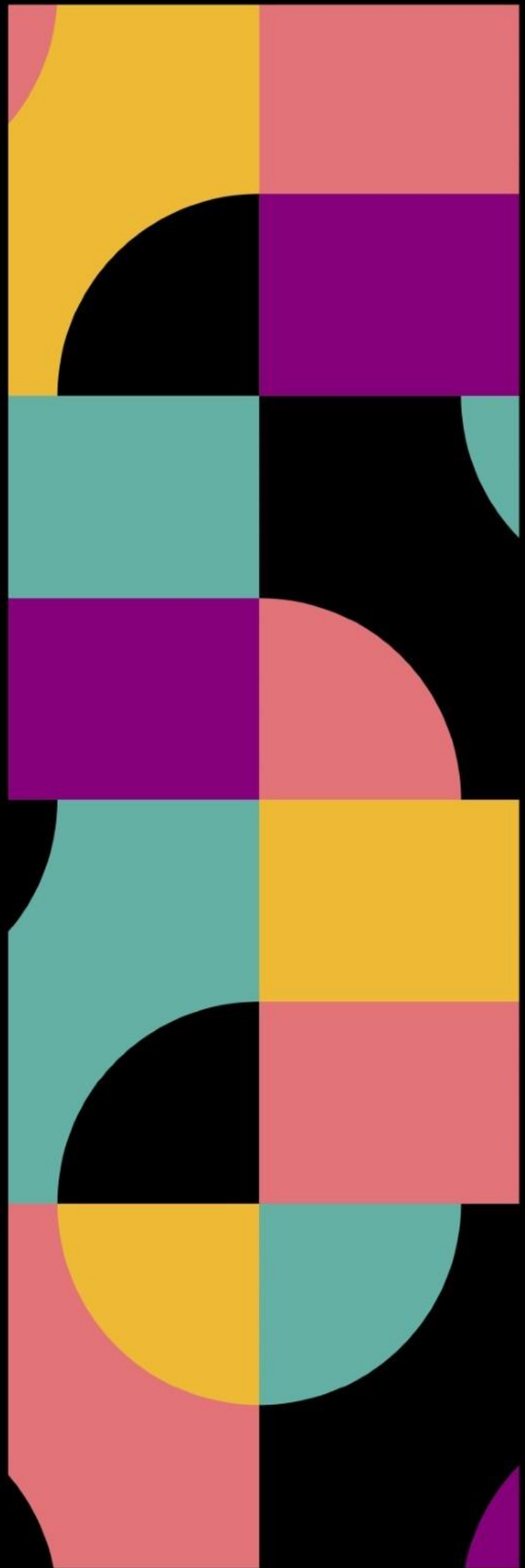


**GCSE (9-1)**

**German (1GR1)**

**Exemplars**

Paper 4, Writing



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# Introduction

The purpose of this exemplification pack is to provide teachers and students with some examples of marked responses to the new GCSE German Paper 4, Writing, and to demonstrate Pearson's approach to marking.

In this pack, you will find a mark scheme, a sample of responses, and an examiner commentary for each open-response question of the Paper 4, Writing.

The example responses are based on real student answers and we have shown their original responses. Please note that due to the timing of publishing these exemplars, students who produced work had not been taught under the 2024 specification. As such, students have used some vocabulary and grammar outside of the 2024 specification, and this is given equal but not extra credit. This is in accordance with the requirements of the Department for Education's subject content.

Marks awarded in the exemplars are based on a relatively small sample. Whilst they are a good indication of the marks likely to be awarded for different levels, exact marks may differ somewhat when based on standardisation of a whole live series.

The Sample assessment materials which these responses are based on can be found on the Pearson website [here](#).

If you have any enquiries regarding these materials or have any other questions, please contact our subject advisor team on [Teachinglanguages@pearson.com](mailto:Teachinglanguages@pearson.com).

# Marking points in the spotlight

Following our review of over 500 samples of student work across the three languages of French, German and Spanish, we have shone a spotlight on a few specific points:

- **‘Equal credit’ for use of language outside of the vocabulary and grammar lists**

To fulfil tasks, students are only required to use vocabulary and grammar included in the vocabulary and grammar lists of the specification. If they **correctly** use language outside of the vocabulary and grammar lists, they receive the same (but no extra) credit. For example, in **German commentary D**, the cognate ‘Rom-Com’ is used which is not included in the vocabulary list but contributes equal credit (to the mark for variety of vocabulary and grammar under AO3) when compared with a word which is included in the vocabulary list e.g. ‘Horror’.

All **incorrect** language will be treated in the same way, regardless of whether or not it is included in the vocabulary and grammar lists. For example, in **German commentary C**, the word ‘Specialeffekte’ (outside of the vocabulary list) is spelled incorrectly and impacts the accuracy of language mark under AO3 in the same way as an incorrectly spelled word from within the vocabulary list would.

- **‘Addressed’**

The mark scheme guidance states that, ‘a bullet point in a task is considered addressed if there is evidence of a response to it’. It is important to note that the response must be both relevant and comprehensible for it to be considered as ‘evidence’ and therefore considered to be addressed.

For example, in **German commentary E**, the student does not address the fourth bullet point which requires them to mention ‘who they will next watch a film with’. Instead, the student gives other details such as when and what kind of film, and additionally fails to successfully indicate a future occurrence in the phrase ‘In December ich haben Horror filme sehen...’. As such the response is not relevant to the bullet point, which is not considered to be addressed.

- **Short responses**

If students produce short responses which fall well below the minimum recommended length, they are likely to be self-limiting in terms of marks. It is possible that they will not address all of the bullet points or show a high level of development or variety.

For example, in **German commentary B**, the student only writes 25 words out of a recommended 40 to 50 words and is therefore unable to fully demonstrate their ability to develop ideas (AO2) or use a variety of language (AO3).

# Overview of exemplars

## Foundation tier Question 2

Response	AO2 mark (out of 9)	AO3 mark (out of 5)	Overall mark (out of 14)
A	8	5	13
B	4	2	6

## Foundation tier Q3 / Higher tier Q1

Response	AO2 mark (out of 13)	AO3 mark (out of 5)	Overall mark (out of 18)
C	13	4	17
D	11	4	15
E	6	2	8

## Higher tier Question 2

Response	AO2 mark (out of 17)	AO3 mark (out of 5)	Overall mark (out of 22)
F	17	5	22
G	12	3	15
H	9	3	12

# Foundation tier Question 2

## Mark scheme

This question contains three bullet points that form part of the task. Students are expected to produce 40–50 words for this task.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
7-9	<ul style="list-style-type: none"> <li>All three bullet points addressed</li> <li>Some development of ideas</li> <li>Most of the response is comprehensible; some messages may be unclear.</li> </ul>	5	<ul style="list-style-type: none"> <li>Some variety of vocabulary and phrases</li> <li>Simple grammatical structures with some variety, some linking of sentences with conjunctions</li> <li>Some accurate language, mostly minor errors.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>Two or more bullet points addressed</li> <li>Limited development of ideas</li> <li>Some parts of the response are comprehensible; the message sometimes breaks down.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Limited variety of vocabulary and phrases</li> <li>Simple grammatical structures with limited attempt at variety, limited linking of sentences with conjunctions</li> <li>Limited accurate language; errors occur, some of which may be major.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>One or more bullet point addressed</li> <li>Little or no development of ideas</li> <li>Few parts of the response are comprehensible; the message often breaks down.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>Minimal variety of vocabulary and/or phrases in isolation</li> <li>Minimal use of simple grammatical structures, likely to be repetitive</li> <li>Minimal accuracy in the language, frequent errors both major and minor.</li> </ul>
0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>	0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>

## Student response A

a) Write about where you live for an online newspaper.

You **must** include the following points:

- what you do in your local area
- your opinion of the area
- where you will live in the future.

Write your answer **in German**. You should aim to write between 40 and 50 words.

In meiner Gegend, ich spiele Tennis mit meiner Mutter. Also, man kann Fußball ~~zu~~ sehen mit deiner Freundin. Meiner Meinung nach ist das es ist ruhig, schön und toll obwohl es manchmal langweilig ist. In der Zukunft, ~~ich~~ möchte ich auf dem Land. Ich finde dem Land entspannt und Spaß machen.

## Examiner commentary A

Total marks: 13 out of 14 marks	
Response to stimulus (AO2): 8 out of 9 marks	Linguistic knowledge and accuracy (AO3): 5 out of 5 marks
<ul style="list-style-type: none"> <li>The student <b>addresses</b> all three bullet points and each bullet point has at least one clear idea. The response sits best in the 7-9 mark band for coverage.</li> <li>There is some <b>development</b> of ideas. Each main idea is followed up with a second sentence or clause, e.g. 'Meiner Meinung nach ist das es ist ruhig, schön und toll obwohl es manchmal langweilig ist'. The response sits best in the 7-9 mark band for development.</li> <li>Most of the response is <b>comprehensible</b>. However, some messages are unclear, e.g. the misuse of 'also' in the second sentence affects the meaning. The response sits best in the 7-9 mark band for comprehensibility.</li> </ul> <p>The best-fit approach results in this response being placed in the 7-9 mark band for response to stimulus. Because of the issues of comprehensibility in the second sentence, a mark of 8 is appropriate.</p>	<ul style="list-style-type: none"> <li><b>Vocabulary is varied</b> throughout. The student uses a series of appropriate words for the context to describe and give opinions, e.g. 'ruhig', 'schön', 'langweilig', and also uses good adverbial phrases, e.g. 'In meiner Gegend'. For variety of vocabulary, the response sits best in mark band 5.</li> <li>There is some attempt at <b>variety of grammatical structures</b> with mostly simple structures, e.g. present tense and modal verbs. The use of correct word order after 'obwohl' is effective. The future timeframe is well handled by the use of 'möchte', even though the infinitive is missing. For grammar, mark band 5 is appropriate.</li> <li>There is some <b>accurate</b> language. Errors are mostly minor, e.g. incorrect word order 'In meiner Gegend, ich spiele...'. The major error with the misuse of 'also' has already been taken into account in the assessment of response to the stimulus (AO2) and is not considered here. For accuracy, the response sits best in mark band 5.</li> </ul> <p>The best-fit approach results in this response being placed in mark band 5 for linguistic knowledge and accuracy. Despite minor errors and one major error (omission of infinitive) the student has presented some variety of language.</p>



## Student response B

b) Write about studying for an online newspaper.

You **must** include the following points:

- where you study now
- your opinion of school
- what your future study plans are.

Write your answer in **German**. You should aim to write between 40 and 50 words.

Ich study in Meine Schule, [REDACTED]  
Community College. Es gibt mehrere  
moderne \*Klassenzimmer.  
Ich finde Schule langweilig und fructbar,  
obwohl es ist wichtig. ~~am~~

\*und große

## Examiner commentary B

Total marks: 6 out of 14 marks	
Response to stimulus (AO2): 4 out of 9 marks	Linguistic knowledge and accuracy (AO3): 2 out of 5 marks
<ul style="list-style-type: none"> <li>The student <b>addresses</b> two bullet points. The name of the school is given and there is an opinion about the school. However, there is no mention of future study plans and therefore the response sits in the 4-6 mark band for coverage.</li> <li>There is little <b>development</b> of ideas. As well as the name of the school, we are told about the modern, large classrooms; and the student describes school as boring but nevertheless important. For development, the response sits in the 1-3 mark band due to any development being limited to additional adjectives.</li> <li>Some parts of the response are <b>comprehensible</b>. The second part of the response is more successful. However, because of the use of the English word 'study' in the first sentence, the message breaks down. This is also the case with the word 'fructbar' since it is not clear whether the student means 'furchtbar' or 'fruchtbar'. Although neither of these possibilities are included in the vocabulary list, the inclusion of the incorrect 'fructbar' equally impacts on comprehensibility. The response sits in the 4-6 mark band for comprehensibility.</li> </ul> <p>The best-fit approach results in this response being placed in the middle of the 4-6 band for response to stimulus. The response has no qualities of the upper or lower mark bands to suggest that it might be the higher or lower mark in the 4-6 band.</p>	<ul style="list-style-type: none"> <li>There is limited <b>variety of vocabulary</b>. Relevant vocabulary is used for the context of the task, e.g. 'moderne und große Klassenzimmer', and there is good use of the qualifier 'mehrere'. However, due to the brevity of the response (25 words out of a recommended 40 to 50 words), the student has not been able to demonstrate a variety of vocabulary. For variety, the response sits in the 1-2 mark band.</li> <li>Simple grammatical knowledge is displayed such as straightforward sentences with subject, verb and object. There is an example of linking by use of 'obwohl', but this is limited. Due to the brevity of the response, the candidate has not been able to demonstrate a wider <b>variety of grammatical structures</b> and the response therefore sits in the 1-2 mark band.</li> <li>The <b>accuracy</b> of the response is limited and spelling is not always accurate e.g. 'langweiling'. Several instances of the present tense are given, but the word order in the subordinate clause is unsuccessful. For accuracy, the response sits in the 3-4 band due to the frequency of errors.</li> </ul> <p>The best-fit approach results in this response being placed at the top of the 1-2 mark band for linguistic knowledge and accuracy. The brevity of the response has not allowed the student to demonstrate a higher level of linguistic knowledge and accuracy.</p>

# Foundation tier Question 3 / Higher tier Question 1

## Mark scheme

This question contains four bullet points that form part of the task. Students are expected to produce 80–90 words for this task.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
11-13	<ul style="list-style-type: none"> <li>All four bullet points addressed</li> <li>Frequent development of ideas</li> <li>Response is comprehensible; an occasional message may be unclear.</li> </ul>	5	<ul style="list-style-type: none"> <li>Some variety of vocabulary and grammatical structures, some extended sentences; occasional complex language</li> <li>Generally successful use of past, present and future timeframes</li> <li>Generally accurate language; some minor errors, there may be an occasional major error.</li> </ul>
8-10	<ul style="list-style-type: none"> <li>Three or more bullet points addressed</li> <li>Some development of ideas</li> <li>Response is generally comprehensible; some messages may be unclear/difficult to understand immediately.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Occasional variety of vocabulary and grammatical structures; occasionally extended sentences</li> <li>Some successful use of past, present and future timeframes</li> <li>Some accurate language; mostly minor errors with some major errors.</li> </ul>
5-7	<ul style="list-style-type: none"> <li>Two or more bullet points addressed</li> <li>Occasional, brief development of ideas</li> <li>Some parts of response are comprehensible; the message sometimes breaks down.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>Limited variety of vocabulary and grammatical structures; short, simple sentences</li> <li>Limited success with different timeframes</li> <li>Limited accuracy in the language; frequent errors both major and minor.</li> </ul>
1-4	<ul style="list-style-type: none"> <li>One or more bullet point addressed</li> <li>Little or no extra detail added to ideas</li> <li>Limited parts of response are comprehensible; the message often breaks down.</li> </ul>	0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>
0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>		

## Student response C

a) Write to someone you know about films.

You must include the following points:

- what kind of films you like
- your opinion of a film you like with reasons
- the last time you saw a film
- who you will next watch a film with.

Write your answer in German. You should aim to write between 80 and 90 words.

~~Ich liebe Seinenopers und Realityshows, wie The Sopranos und Keeping Up With The Kardashians~~

- Ich liebe Filme, wie ~~Knives Out~~, weil die Stars Schauspieler sind echt gut sind und die Handlung langweilig sind!

- Ich würde sagen, dass mein Lieblingsfilm Knives Out, Glass Onion ist. Das Spezialeffekte sind sehr ~~gross~~ großartig und Daniel Craig, der spielt James Bond, ist einer von meine Lieblingsschauspielern.

Letzten Woche, bin ich ins Kino mit meiner Mutter Barbie zu sehen. Wir haben einiges Schokolade und Trinken kaufen ~~weil~~ weil ein Film um eine Film zu genießen, muss man auch leckeres Essen und Getränke haben!

~~Wahrscheinlich~~ Nichtes mehr, werde ich mit meiner Freundin ~~die~~ <sup>neues</sup> Avatar sehen! Wir werden zusammen gehen, um zu ihre Geburtstag zu feiern. Es wird Spaß machen!

## Examiner commentary C

Total marks: 17 out of 18 marks	
Response to stimulus (AO2): 13 out of 13 marks	Linguistic knowledge and accuracy (AO3): 4 out of 5 marks
<ul style="list-style-type: none"> <li>The student has <b>addressed</b> all four bullet points, giving clear information about their favourite genre of film, an opinion about a specific film, about the last time they saw a film and plans for future viewing. For coverage, the response sits best in the 11-13 mark band.</li> <li>The four bullet points are frequently <b>developed</b> with secondary ideas which explain or support the main point made. For example, the final paragraph gives two reasons for going to the cinema in 'die neues Avatar sehen' and 'um zu ihre Geburtstag zu feiern'. For development, the response sits best in the 11-13 mark band.</li> <li>The reponse is <b>comprehensible</b> throughout. The candidate is given the benefit of the doubt about the word 'Halt' to mean 'Inhalt' in the first paragraph and 'Tränken' rather than 'Getränke' is still comprehensible in the context. For comprehensibility, the response sits best in the 11-13 mark band.</li> </ul> <p>The best-fit approach results in this response being placed at the top of the 11-13 mark band for response to stimulus. The student has done everything required to achieve the top mark for this answer.</p>	<ul style="list-style-type: none"> <li>There is some <b>variety</b> of vocabulary and grammar and there are examples of modal verbs. Sentences are extended with subordinate clauses, e.g. 'dass mein Lieblingsfilm... ist', or the coordinating conjunction 'und' in the second paragraph. Complex language includes the conditional 'Ich würde sagen', an attempted relative clause 'der spielt James Bond' and an infinitive clause 'um zu ihre Geburtstag zu feiern'. For variety, the response sits best in mark band 5.</li> <li>There is some success at using different <b>timeframes</b>. Examples include present 'Ich liebe ...' and future '... werde ich ... sehen'. The past tense is less successful, but in the third paragraph the inclusion of an adverbial time phrase and the accusative case 'ins Kino' convey the correct timeframe. For use of timeframes, the response sits best in the 3-4 mark band.</li> <li>The language used in the response is generally <b>accurate</b>. Most errors are minor, e.g. using the wrong word order in the relative clause, and the wrong case/gender/misspelling of 'ihre Geburtstag'. The wrong formation of the perfect tense 'Wir haben ... kaufen' is an example of a major error. For accuracy, due to the frequency of errors the response sits best in the 3-4 mark band.</li> </ul> <p>The best-fit approach results in this response being placed in the 3-4 mark band with a mark of 4 for linguistic knowledge and accuracy.</p>



## Student response D

a) Write to someone you know about films.

You must include the following points:

- what kind of films you like
- your opinion of a film you like with reasons
- the last time you saw a film
- who you will next watch a film with.

Write your answer in German. You should aim to write between 80 and 90 words.

Ich mag Filme sehr. Ich mag Filme und die  
 Fernsehen. Am Samstag habe ich ein Horror Film gesehen  
 und es hat Spaß gemacht aber ich lieber Rom-Com  
 Filme, weil sie glücklicher sind als Horror. Und  
 Meine Lieblingsfilme ist ein Action Filme, da es  
 sehr spannend ist. Meine Bruder liebt Zeitreise Filme  
 aber das gefällt mir nicht.

Ich denke, dass 'Spider Man' die besten Film ist, weil  
 es viel Action hat aber es ist nicht langweilig.  
 Meiner Meinung nach, Peter Parker <sup>ein gute</sup> ~~die beste~~ Vorbild für  
 Kind ist, denn er ~~sympatisch~~ sympathisch und intelligent  
 ist. Als ich jünger war, ich würde ich Gymnastik  
 gehen, um Spider Man zu bekommen.

Letzte Woche bin ich mit meiner Freunde ins Kino gegangen.  
 Ich habe 'Little Women' zu sehen geschafft  
 aber wir ~~Barbie~~ mussten 'Barbie' zu sehen. Obwohl  
 ich der Film ~~st~~ sehen nicht wollte, würde ich  
 sagen, dass es ein toller Film war. Auch glaube ich  
 dass, ~~die~~ Greta Gerwig die Direktorin für 'Little  
 Women' ~~ist~~ und 'Barbie'.

Nächste Wochenende <sup>will</sup> ~~wird~~ werde ich ein neues Film  
 sehen. Ich werde mit meine Mutter gehen. Ich  
 möchte ein Action Film sehen aber sie ~~möchte~~ ~~würde~~  
 gern ein Horror.

## Examiner commentary D

Total marks: 15 out of 18 marks	
Response to stimulus (AO2): 11 out of 13 marks	Linguistic knowledge and accuracy (AO3): 4 out of 5 marks
<ul style="list-style-type: none"> <li>All four bullet points are <b>addressed</b> and the response successfully fulfils the requirements of the task. For coverage, this response sits in the 11-13 mark band.</li> <li>There is frequent <b>development</b> of the main idea in each section of the response. The student states what films they like and contrasts this with the brother's preference; there is added detail about Peter Parker as a good role model; there are expanded details of a cinema visit, and we are given different views on future films next week. For development, this response sits in the 11-13 mark band.</li> <li>The response is generally <b>comprehensible</b>. However, there are some sections where the message is difficult to understand immediately. For example, sense is lost with the misuse of the false friend 'bekommen' at the end of the second paragraph. Also, some incomplete sentences and incorrect words, e.g. 'Ich leiber Rom-Com filme, weil sie glucklicher als Horror', causes a delay in understanding. For comprehensibility, the response sits in the 8-10 band.</li> </ul> <p>The best-fit approach results in this response being placed at the lower end of the 11-13 mark band for response to stimulus with a mark of 11. This balances the generally good coverage and development with several examples of unclear messages.</p>	<ul style="list-style-type: none"> <li>There is some <b>variety</b> of vocabulary and structures. The student uses appropriate language for the context, e.g. 'Fernsehen', 'Kino'. There are examples of extended sentences linked with the coordinating conjunctions 'und' and 'aber' and subordinating conjunctions such as 'weil' and 'dass'. Examples of complex structures include clauses with 'da' and 'als' and the student attempts infinitive clauses with variable success, e.g. 'Ich habe Little Women zu sehen gehofft'. For variety, the response sits in the mark band of 5.</li> <li><b>Timeframes</b> are generally successful with clear use of present ('ich denke'), past ('habe ich ... gesehen' and 'wir mussten') and future ('ich werde ... gehen') timeframes. These are signposted with time indicators such as 'letze Woche' and 'nächste Wochenende' which are clear despite errors. For use of timeframes, the response sits in mark band 5.</li> <li>There is some <b>accurate</b> language. Word order is usually correct with inversion applied in most cases and subordinate clauses with the verb at the end. Errors are mostly minor, e.g. mis-spellings, wrong gender ('die Fernsehen', 'meine Bruder') and wrong adjectival agreement (e.g. 'ein gute Vorbild', 'ein tolles Film'). Major errors include wrong verb agreements such as 'mein Bruder liebste' and 'meine Mutter würdest'. For accuracy, the response sits in the 3-4 mark band.</li> </ul> <p>The best-fit approach results in this response being placed at the top of the 3-4 mark band for linguistic knowledge and accuracy. Although the variety and use of timeframes suggest a mark of 5, errors are too frequent for the top mark and the mark of 4 is more appropriate.</p>

## Student response E

a) Write to someone you know about films.

You **must** include the following points:

- what kind of films you like
- your opinion of a film you like with reasons
- the last time you saw a film
- who you will next watch a film with.

Write your answer in **German**. You should aim to write between 80 and 90 words.

Ich ~~ka~~ liebe viele (genres) vor Filme.  
Ich mag action-filme weil es perfekt ist  
Ich werde gern ~~filme~~ ~~ka~~ (to go watch) ein (animation)  
weil es glücklich (feelings) ist. Mein familie gehen  
ein weinachttagfilme im sommer gesehen. Es  
war kompliziert! wenn es regnet ich habe mit mein  
5) freund action-film ~~gesehen~~ gesehen. In Berlin  
Ich bin ein film sehen gesehen. Ich finde Science-fiction  
filme toll weil es ~~an~~ viele schick (effects) ist. In Dezember  
Ich habere Horror Filme ~~ges~~ sehen und es  
war der mann in ein schwarzjackete.



## Examiner commentary E

Total marks: 8 out of 18 marks	
Response to stimulus (AO2): 6 out of 13 marks	Linguistic knowledge and accuracy (AO3): 2 out of 5 marks
<ul style="list-style-type: none"> <li>The student <b>addresses</b> two bullet points, giving details of what sort of films they like and by writing about the last time they saw a film. The phrase about a Christmas film being complicated does not address the second bullet point clearly, and is more fitting to the third bullet point. The student does mention a reason why they like action films but doesn't name a specific film here. The fourth bullet point is not relevantly addressed as it does not answer the question of 'who'. For coverage, the response sits in the 5-7 mark band.</li> <li>There is some <b>development</b> of ideas. The student successfully describes several types of favourite film and supports this with a reason, e.g. 'weil es perfekt ist'. The reader also knows that the student saw a film with a friend in December and gives the name of the film. For development, the response sits only just in the 8-10 mark band.</li> <li>Some parts of the response are <b>comprehensible</b>. However, the meaning of some sections is unclear, e.g. 'Wenn es regnet, ich habe ... gesehen'. In addition, regular use of English words mean that the message sometimes breaks down completely, e.g. 'Ich werde gern (to go watch) ein (animation) weil es glücklich (feelings) ist'. For comprehensibility, the response sits in the 5-7 mark band.</li> </ul> <p>The best-fit approach results in this response being placed in middle of the 5-7 mark band with a mark of 6 for response to stimulus. There is not quite enough development to move towards the top of the band.</p>	<ul style="list-style-type: none"> <li>There is occasional <b>variety</b> of vocabulary. The student uses appropriate words to describe various films, e.g. 'kompliziert' and 'toll'. There is also occasional variety of grammatical structures such as the modal verb 'mag' to vary the present tense and some sentences are extended with 'weil' which is repeated. For variety, the response sits in the 3-4 mark band.</li> <li>Overall, there is limited success with different <b>timeframes</b>. The present tense is secure, e.g. 'Ich liebe', and the past tense is attempted with some success, e.g. 'es war'. The future timeframe is indicated with 'Ich werde' but the rest of the sentence is not successful. Only one out of four perfect tense attempts was successful. For timeframes, the response sits in the 1-2 mark band.</li> <li>There is limited <b>accuracy</b> in the language, e.g. the present tense and subordinate word order with 'weil'. Correct word order is sometimes achieved, but inversion is not used when necessary. When the perfect tense is attempted it is not accurate, e.g. 'Mein Famile ... gesehen', 'Ich bin ... gesehen' and 'Ich haber ... sehen'. For accuracy, the 1-2 mark band is most suitable.</li> </ul> <p>The best-fit approach results in this response being placed at the upper end of the 1-2 mark band for linguistic knowledge and accuracy, with a mark of 2. The reasons for this are that the timeframes are insecure and the accuracy is limited.</p>

# Higher tier Question 2

## Mark scheme

This question contains four bullet points that form part of the task. Students are expected to produce 130–150 words for this task.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
14-17	<ul style="list-style-type: none"> <li>All four bullet points addressed</li> <li>Consistent development of ideas</li> <li>Response is easily comprehensible; it is rare that the message is not immediately clear.</li> </ul>	4-5	<ul style="list-style-type: none"> <li>A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language</li> <li>Consistently successful use of past, present and future timeframes</li> <li>Consistently accurate language; any errors are minor.</li> </ul>
11-13	<ul style="list-style-type: none"> <li>All four bullet points addressed</li> <li>Frequent development of ideas</li> <li>Response is comprehensible; the occasional message may be unclear.</li> </ul>	2-3	<ul style="list-style-type: none"> <li>Some variety of vocabulary and grammatical structures, some extended sentences; some complex language</li> <li>Some successful use of past, present and future timeframes</li> <li>Generally accurate language; mostly minor errors, occasional major errors.</li> </ul>
8-10	<ul style="list-style-type: none"> <li>Three or more bullet points addressed</li> <li>Some development of ideas</li> <li>Response is generally comprehensible; some messages may be unclear/ difficult to understand immediately.</li> </ul>	1	<ul style="list-style-type: none"> <li>Occasional variety of vocabulary and grammatical structures; occasionally extended sentences; there may be occasional use of complex language</li> <li>Occasional success with past, present and future timeframes</li> <li>Some accurate language; frequent errors, some of them major.</li> </ul>
5-7	<ul style="list-style-type: none"> <li>Two or more bullet points addressed</li> <li>Occasional, brief development of ideas</li> <li>Some parts of the response are comprehensible; the message sometimes breaks down.</li> </ul>	0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>
1-4	<ul style="list-style-type: none"> <li>One or more bullet point addressed</li> <li>Limited development of ideas, any extra detail is likely to be very brief</li> <li>Limited parts of the response are comprehensible; the message often breaks down.</li> </ul>		
0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>		

## Student response F

a) Write a blog about where you live.

You must include the following points:

- where young people can meet in your area
- the pros and cons of living where you do
- an activity you have done recently in your area
- what you will do in your area in the summer.

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

In Helmsford gibt es ziemlich viel zu tun, besonders für die jungen Leute. In der Stadtmitte gibt es einen großen Park, in dem man sich mit Freunden treffen kann. ~~Die~~ ~~gute~~ ~~Zeit~~ Wenn man ~~das~~ ~~gern~~ einkaufen geht, kann man ~~die~~ ~~gute~~ ~~Auswahl~~ an ~~Besten~~ ~~geräten~~ im Einkaufszentrum gehen, wo man die tolle Auswahl an ~~Besten~~ ~~geräten~~ genießen kann. Ich glaube, dass Helmsford ~~ist~~ ~~perfekt~~ für Jugendliche ist, weil es so viele ~~Unterhaltungsmöglichkeiten~~ ~~gibt~~.

<sup>Es</sup> gibt viele ~~gute~~ Vorteile, wenn man in Helmsford wohnt, denn die Stadt ~~ist~~ ~~in~~ ~~der~~ Nähe von London, deshalb benutzen viele Leute den Bahnhof, um nach London für die Arbeit zu fahren. In der Gegend gibt es viele gute Schulen und eine Universität, ~~aber~~ ~~die~~ ~~Jugendliche~~ ~~nicht~~ ~~weit~~ ~~fahren~~ ~~haben~~. <sup>also müssen</sup> Auf der anderen Seite gibt es ein paar Nachteile, da es keinen Flughafen gibt und es viel Verkehr geben ~~kann~~ ~~ist~~. ~~Ich~~ ~~hoffe~~, ~~dass~~ ~~es~~ ~~schon~~ ~~besser~~ ~~ist~~. Es wäre besser, wenn mehr Straßen gelassen würden, damit ~~es~~ ~~die~~ ~~weniger~~ ~~Stau~~ ~~gäbe~~.

Ich gehe recht gern in die Sporthalle, die ~~in~~ ~~der~~ ~~Stadt~~ ~~im~~ ~~Stadtzentrum~~ ~~liegt~~, um ~~damit~~ ~~meine~~ ~~Freunde~~ ~~zu~~ ~~treffen~~. Letzte Wochenende sind wir dort

Schlittschuh gefahren und das hat uns sehr gefallen. Obwohl ich ungefähr zehnmal

~~ausgefallen~~ ~~bin~~, <sup>hat</sup> <sup>aber</sup> <sup>ich</sup> <sup>es</sup> <sup>schon</sup> <sup>gelernt</sup> <sup>und</sup> <sup>jetzt</sup> ~~bin~~ ~~ich~~ ~~schon~~ ~~ein~~ ~~meiner~~ ~~Freunde~~ ~~seit~~ ~~ein~~ ~~ein~~ ~~Jahr~~

<sup>Schlittschuh</sup> ~~bin~~, <sup>weil</sup> <sup>ich</sup> <sup>es</sup> <sup>schon</sup> <sup>gelernt</sup> <sup>habe</sup> <sup>und</sup> <sup>jetzt</sup> <sup>bin</sup> <sup>ich</sup> <sup>schon</sup> <sup>ein</sup> <sup>meiner</sup> <sup>Freunde</sup> <sup>seit</sup> <sup>ein</sup> <sup>ein</sup> <sup>Jahr</sup> <sup>bin</sup>, deshalb <sup>bin</sup> <sup>ich</sup> <sup>schon</sup> <sup>in</sup> <sup>der</sup>  <sup>Lage</sup> <sup>zu</sup> <sup>fahren</sup>. Jedoch ~~ist~~ ~~es~~ ~~ein~~ ~~sehr~~ ~~gutes~~ ~~Erlebnis~~

für uns beide großartig.

In der Sommerferien habe ich vor, mit meinen Freunden ins Kino zu gehen. Obwohl ich nicht weiß, was wir anschauen werden, freue ich mich ~~schon~~ ~~noch~~ ~~darauf~~. ~~Ich~~ ~~hoffe~~, ~~dass~~ ~~der~~ ~~Film~~ ~~toll~~ ~~sein~~ ~~wird~~. Ich hoffe, dass der Film ~~toll~~ ~~sein~~ ~~wird~~.

## Examiner commentary F

Total marks: 22 out of 22 marks	
Response to stimulus (AO2): 17 out of 17 marks	Linguistic knowledge and accuracy (AO3): 5 out of 5 marks
<ul style="list-style-type: none"> <li>All four bullet points are <b>addressed</b> and the response successfully fulfils the requirements of the task. Good opinions are given and justified and the detailed pros and cons of the area are particularly effective. For coverage, the response sits in the 14-17 mark band.</li> <li>There is consistent <b>development</b> of ideas. Each main point is followed up with relevant details, e.g. after a statement about what there is to do in the area, the student adds extra information about the park and shopping facilities and gives an opinion with 'Ich glaube'. For development, the response sits in the 14-17 mark band.</li> <li>The response is easily <b>comprehensible</b> and every message is immediately clear. For comprehensibility, the response sits in the 14-17 mark band.</li> </ul> <p>The best-fit approach results in this response being placed at the top of the 14-17 mark band for response to stimulus. The student has done everything required to achieve the top mark for this answer.</p>	<ul style="list-style-type: none"> <li>There is a wide <b>variety</b> of vocabulary and grammar. The student has described a range of activities and feelings, e.g. 'treffen', 'Flughafen', 'gefallen', 'anschauen'. Sentences are frequently extended, e.g. 'und das hat uns sehr gefallen', and subordinating conjunctions such as 'da' and 'damit' are used. There is frequent use of complex structures, e.g. 'Wenn man einkaufen geht, kann man ...', 'um meine Freunde zu treffen', and 'was wir anschauen werden'. For variety, the response sits in the 4-5 mark band.</li> <li>The three <b>timeframes</b> are consistently successful. The present tense is used with main verbs and modal verbs with an infinitive ('kann man ins Einkaufszentrum gehen'); the perfect tense is used effectively to describe last weekend's activity; the grammatical tense is used with 'werden' and also with the verb 'vorhaben' with an infinitive clause. For use of timeframes, the response sits in the 4-5 mark band.</li> <li>Language is consistently <b>accurate</b>. The syntax throughout is always correct, and gender and case agreements are flawless. There are only a couple of minor errors such as the wrong verb agreement in the final sentence 'Ich hoffe, dass der Film toll sein werden'. For accuracy, the response sits in the 4-5 mark band.</li> </ul> <p>The best-fit approach results in this response being placed in the 4-5 mark band for linguistic knowledge and accuracy. With very few minor errors and a wide variety of language in evidence, it gains the top mark of 5.</p>



## Student response G

b) Write a blog about food and drink.

You must include the following points:

- what you normally eat or drink
- the pros and cons of fast food
- who you ate lunch with recently
- where you will buy food next week.

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

Guten Tag!

Normalerweise esse ich Essen das ist schlecht für mich, zum Beispiel Fast-Food & mal ich trinke viele Coca-Cola's. Auch Aber ich esse manchmal eine <sup>de Obst</sup> Apfel oder Trinke trinke Wasser weil es gut für mich ist.

• Ein Vorteile nach Fast-Food, ist das es schmeckt gut und ist sehr lecker. Auch gibt es viele Fast-Food Restaurants, mal sie sind ins Zentrum oder in der Stadtzentrum. Man kann gehen in der Restaurant, ~~Ein Nachteile ist dass die Fast-Food und der Essen sehr ungesund. Ein~~ Nachteile ist das der Essen ist ungesund und ist immer schlecht für Leute.

Letztes Wochenende habe ich mit meiner Mutter gegessen wir haben in einem kleinen Kafe Cafe gegessen und es sehr lecker war. Ich habe e der Fleisch Hähnchen gegessen, und es war sehr echt lecker, aber meine Mutter hat die Gemüse und sie hat es fürchterlich findet, weil es nicht so lecker war!

• Nächstes Woche werde ich meine Essen in der Supermarkt kaufen, weil es nicht so teuer ist, und gibt es viele Gemüse. Zum Beispiel in McDonalds, gibt es keine Gemüse und es <sup>das</sup> schlecht ist! Ich möchte werde gut Essen essen!

## Examiner commentary G

Total marks: 15 out of 22 marks	
Response to stimulus (AO2): 12 out of 17 marks	Linguistic knowledge and accuracy (AO3): 3 out of 5 marks
<ul style="list-style-type: none"> <li>All four bullet points are <b>addressed</b> and the response covers the requirements of the task. For coverage, the response could sit either in the 14-17 or 11-13 mark band depending on how well the response meets the other assessment criteria.</li> <li>There is frequent <b>development</b> of ideas. We know why the student's diet is not healthy, details of lunch with the mother and why the supermarket is good for shopping next week. There is some repetition of ideas using the adjective 'schlecht', e.g. 'schlecht für mich', 'schlecht für Leute', 'und das schlecht ist'. For development, the response sits in the 11-13 mark band.</li> <li>The response is <b>comprehensible</b> and overall, the message is clear throughout. However, there is the occasional message which is unclear, such as 'das es schmeckt gut aus' and 'sie sind ins Town'. For comprehensibility, the response sits in the 11-13 mark band.</li> </ul> <p>The best-fit approach results in this response being placed in the 11-13 mark band for response to stimulus. The overall quality of response in terms of coverage, development and comprehensibility means that a mark of 12 is appropriate.</p>	<ul style="list-style-type: none"> <li>There is some <b>variety</b> of vocabulary. The student has chosen appropriate words to suit the topic, e.g. 'schmeckt', 'ungesund' and 'lecker'. There is also some variety of grammatical structure, e.g. an attempted relative clause in the first sentence, and straightforward 'weil' clauses. There are some extended sentences, although often by use of 'und' and 'aber'. Complex language is not frequent enough to merit a mark in the 4-5 mark band therefore for variety, the response sits in the 2-3 mark band.</li> <li>There is consistently successful use of <b>timeframes</b>. Several verbs are used in the present tense, although there is an over-reliance on the verb 'sein' and only one example of a modal verb in 'Man kann gehen'. The past timeframe is signposted with 'letztes Wochenende' and the future intent is clear in the final paragraph which reads 'Nächstes Woche werde ich ... kaufen'. For use of timeframes, the response sits in the 4-5 mark band.</li> <li>The language used is generally <b>accurate</b>. Mostly word order is correct, although the rules of subordination and inversion are not always applied correctly e.g. 'Ein Nachteile ist das der Essen ist ungesund' and 'und gibt es viele Gemüse'. There is the occasional major error e.g. 'sie hat es...findet'. For accuracy, the response sits in the 2-3 mark band.</li> </ul> <p>The best-fit approach results in this response being placed in the 2-3 mark band for linguistic knowledge and accuracy. Although the upper band can be considered for the use of timeframes, overall the lack of frequent complex structures and the incidence of error mean that a mark of 3 is most suitable.</p>

## Student response H

b) Write a blog about food and drink.

You must include the following points:

- what you normally eat or drink
- the pros and cons of fast food
- who you ate lunch with recently
- where you will buy food next week.

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

Am ein normalerweise Schultag esse ich ein kleines Frühstück aber ich trinke viele wasser, denn ich habe <sup>immer</sup> Durst. Ich esse die Schule Mittagessen auf die Pause aber es ist zu klein für mich und so kaufe ich Kuchen auch. Für Abendessen kocht meine Mutter ~~ist~~ wunderbar Essen und es ist immer lecker.

Ein Vorteil ~~is~~ für 'fast food' ist dass ~~es~~ ist es billig und einfach für junge Leute mit ~~aber~~ nicht viele Geld. ~~Es~~ Auch hat es viele andere Essen und es hat viele wählern<sup>1</sup>. Aber ~~es~~ die größte Nachteile ist wie ungesund die Essen ist. Es gibt nicht viele Obst und Gemüse ~~es~~ und ~~man~~ Man müssen ~~es~~ Obst und Gemüse essen um gesund zu sein.

letzten Wochenende habe ich meine Mittagessen auf 'Leon's'<sup>1</sup> gegessen. Es ist sehr andere als meisten Fast Food, denn gesund ist wichtig für Leon's und so es gibt hat viele gesund wählern für alles Leute und es hat viele Essen ~~aus~~ viele andere kulturelle, und das ist fantastisch für mich denn ich ~~mag~~ mag neue Essen ~~essen~~ Auf Leon's habe ich ein 'Schwarma bowl'<sup>1</sup> welches neue für mich aber fantastisch

Nächstes Woche werde ich Essen auf Gregs kaufen. ~~Das~~  
Gregs sind & ziemlich ungesund aber ich selten  
Dort essen, weil ~~das Essen~~ <sup>ist</sup> meine meistens es ist  
nicht gut zu gehen alles Zeit, denn man werden  
keine Geld haben und man werden zu ungesund  
sein. Aber will ich ein 'steakbake' essen, denn es  
ist mein Lieblings Essen aus Gregs und ich habe  
nicht lange Zeit Gregs essen.



## Examiner commentary H

Total marks: 12 out of 22 marks	
Response to stimulus (AO2): 9 out of 17 marks	Linguistic knowledge and accuracy (AO3): 3 out of 5 marks
<ul style="list-style-type: none"> <li>The student has <b>addressed</b> three of the four bullet points. There is no mention of who the lunch partner was in order to address the third bullet point. For coverage, the response sits in the 8-10 mark band.</li> <li>There is frequent <b>development</b> of ideas. The daily dietary regime is explained fully, several pros and cons of fastfood are given rather than only a single point, and plans for next week's shopping for food are explained and justified. For development, the response sits in the 11-13 mark band.</li> <li>The response is generally <b>comprehensible</b>. Some messages are difficult to understand immediately e.g. 'es hat viele gesund Wählen für alles Leute', and at one stage the message breaks down completely in the phrase 'weil meine meistens es ist nicht gut zu gehe alles Zeit ist'. The wrong use of 'so' rather than 'also' hinders communication on two occasions. This means that the response sits on the cusp between the 8-10 mark band and the band below. On balance for comprehensibility, the response sits most appropriately in the 8-10 mark band.</li> </ul> <p>The best-fit approach results in this response being placed in the 8-10 mark band for response to stimulus. Because the detail required by the third bullet point is omitted, the response is limited to this band. Given the unclear message in the final paragraph, the mark of 9 in the middle of the band is most appropriate.</p>	<ul style="list-style-type: none"> <li>There is some <b>variety</b> of appropriate vocabulary for the context, e.g. 'kocht', 'Obst und Gemüse', and 'lecker'. Some qualifiers are used effectively, e.g. 'sehr', 'zu'. Sentences are extended with coordinating conjunctions, e.g. 'denn' and 'aber'. There is some variety of grammatical structure including attempted modal verbs but complex structures are rarely used, e.g. infinitive clauses ('um gesund zu sein') and a superlative adjective. For variety, the response sits in the 2-3 mark band.</li> <li><b>Timeframes</b> are consistently successful. To describe the present, the student uses a variety of verbs and some modal verbs in a variety of persons. There is only one repeated example of the past ('habe ... gegessen') but its use is clear. The future is indicated with an appropriate adverbial phrase and with the grammatical future with 'werden' as well as future intent ('will ich ... essen'). For use of timeframes, the response sits in the 4-5 mark band.</li> <li>The language used is generally <b>accurate</b>. Word order is often correct with inversion often applied where necessary. When subordination is attempted, it tends to be incorrect, e.g. 'dass ist es billig'. Verb agreements are often secure, except with 'man'. Errors are mostly minor, e.g. with adjectival agreements and syntax, but there are some major errors, e.g. in vocabulary ('Am ein normalewise Schultag') and mother-tongue influence ('es had viele Essen'). For accuracy, the response sits in the 2-3 mark band.</li> </ul> <p>The best-fit approach results in this response being placed in the 2-3 mark band for linguistic knowledge and accuracy. It borders more on the band above than the band below and is awarded a mark of 3.</p>

## Appendix – Mark scheme additional guidance

### Interaction between AO2 and AO3 marks (all questions)

- The response to stimulus mark (AO2) does not limit the mark for linguistic knowledge and accuracy (AO3), except where a student produces a response that is wholly irrelevant to the task set. In this circumstance, 0 marks for both (AO2) and (AO3) will be awarded.
- Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

### Errors (AO3 grids: all questions)

A **minor error** may or may not hinder clarity, i.e. the message may take time to understand but is understood (see tables below).

A **major error** prevents meaning being communicated, i.e. the message cannot be understood (see tables below).

Minor errors – may or may not hinder clarity			
Errors that do not hinder clarity		Errors that hinder clarity	
<b>Adjective agreement</b>	Sie trägt ein weiß Hut. Der Himmel ist blaues.	<b>Verb agreement</b>	Letzte Woche bin meine Freunde und ich ins Kino gegangen.
<b>Spelling (slight)</b>	Ich gehe swimmen.	<b>Spelling (significant)</b>	In meiner Gegend kann man spazen gehen.
<b>Gender</b>	Mein Stadt ist klein.	<b>Relative pronouns</b>	Ich habe einen Bruder, die jünger ist.
<b>Accents (missing)</b>	Dieser Film gefällt mir.	<b>Accents (incorrect)</b>	Ich habe Brüder - er ist nett.
<b>Contractions</b>	Es gibt einen Park im meiner Gegend.	<b>Vocabulary</b>	In der Stadt gibt es einen Kaffee.
<b>Word order (incorrect)</b>	In Zukunft ich werde studieren in Deutschland. Ich wohne gern hier, weil es ist ruhig.	<b>Constructions</b>	Ich gehe in die Stadt zu kaufen eine Jacke. Ich habe zu machen meine Hausaufgaben.
<b>Mother-tongue interference</b>	Meine Mutter ist eine Lehrer.	<b>Mother-tongue interference</b>	Ich gehe auf Fuß zur Schule.
<b>Wrong case</b>	Wir gehen in der Stadt. Es gibt einem Supermarkt.	<b>Tenses (inappropriate)</b>	Morgen esse ich Fisch werde.

Major errors – prevents meaning being conveyed	
<b>Verb agreement</b>	Wir gehst oft ins Kino.
<b>Spelling (misleading)</b>	Ich möchte Mathe studen.
<b>Tenses (incorrect)</b>	Morgen hat er Musik gehört.
<b>Incorrect verb formation</b>	Wir gegehen heute einkaufen. Ich wurde ins Ausland gefahren.
<b>Vocabulary</b>	Ich mag Eis und meine Freundin mag es zu. Ich du viel Sport.
<b>Use of infinitive instead of conjugated verb</b>	Yusuf spielen Fußball.
<b>Mismatch of subject and possessive adjectives</b>	Wir treffen sich im Café.
<b>Mother-tongue interference</b>	Wir gern Horrorfilme. Ich lese das Papier.

## Glossary of terms (questions 2 and 3)

### AO2 grids

**Addressed** (*Bullet points*): the mark grids for AO2 indicate the minimum number of bullet points in the task that must be addressed before a student may be placed in any particular band. A bullet point in a task will be considered addressed if there is evidence of a response to it. Before awarding a mark, examiners should consider coverage of the task bullet points alongside the other assessment criteria in the band, as a best fit in a lower band may be more appropriate. For example, a student who addresses all four task bullet points in question 3 may still be placed in the band below (8-10) if they do not meet the requirements in the 11-13 band for development of ideas and comprehensibility. See Example response 2 in Exemplification of mark schemes for an illustration of this. Candidates may address the task bullet points in any order.

**Development** refers to an additional clause or sentence that elaborates or provides additional detail to the response to a task bullet point. There is no requirement for equal development of the task bullet points.

**Comprehensible** relates to how easy it is to understand the main points and ideas of the response when read as a whole. Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

### AO3 grids

**Complex** language includes features such as:

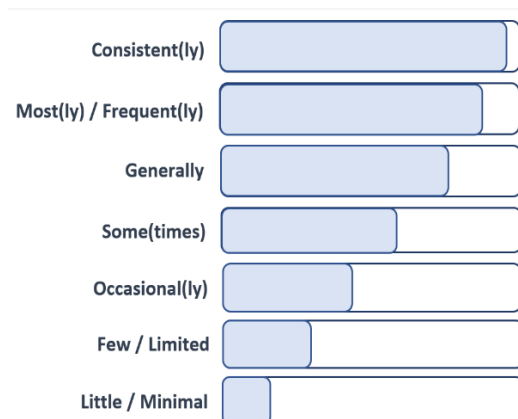
- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word order that is very different to English in form and/or function.

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

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Conversely, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.

### Differentiation terms within the mark scheme

As guidance, the illustration gives an indication of the relative relationship of terms used in the mark grids.



**Note:** The illustration should be referred to in conjunction with individual mark grids as each term does not necessarily equate to high or low marks. For example, although “**frequent development...**” equates to higher marks “**frequent errors...**” would conversely equate to lower marks.