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# **GCSE MARKING SCHEME**

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**SUMMER 2022**

**GCSE  
GERMAN - UNIT 1  
FOUNDATION TIER  
3820U10-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2022 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

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

**WJEC GCSE GERMAN (NEW)**  
**UNIT 1: SPEAKING (FOUNDATION TIER)**  
**SUMMER 2022 MARK SCHEME**

**General Advice for Examiners**

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

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

- as an examiner you must be positive in your approach. Look for opportunities to reward rather than penalise
- make sure that you are familiar with the role plays and the conversation themes and bullet points
- make sure you are familiar with the assessment grids for the conversation at Foundation Tier and the descriptors for each section of the grid (page 12). See information below regarding advice on awarding marks using banded mark schemes
- the specified length of the Speaking test for Foundation Tier is 5-7 minutes. You are not required to mark speaking evidence that exceeds these timings.

Centres are instructed to ensure that each candidate carries out the correctly allocated speaking set of tasks from a randomly generated list. Examiners will be provided with a copy of this list and are required to check that the correct set has been used. In cases where an incorrect set has been used, the examiner is requested to inform WJEC.

For summer 2022, candidates are allowed to select their own sub-sub-theme for Part 1 of the Conversation in advance of the speaking assessment. The candidate must choose one bullet point from the correct box for Part 2, based on their choice of sub-sub-theme for Part 1.

Examiners are reminded that the gender of a candidate is immaterial to the assessment. If a candidate chooses to identify as a gender different to that of their birth gender, then, like all candidates, they would gain credit for their consistent gender agreement and pronoun usage in the assessed language.

**Applying banded mark schemes (Speaking)**

Banded mark schemes are divided so that each band has descriptors for the performance level of that band.

**Stage 1 - Deciding on the band**

When deciding on a band, the conversation task Part 1 and Part 2 should be assessed together. Beginning at the lowest band, you should look at the descriptors for that band and see if they match the qualities shown in the candidate's response for that section. If the descriptors at the lowest band are evidenced, you should move up to the next band and repeat this process for each band until the descriptors match the candidate's spoken evidence.

If a candidate's discussion/conversation covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band. For instance, if the response is mainly in band 2 but with a limited amount of band 3 content, the mark awarded would be close to the top of band 2 as a result of the band 3 content. Small omissions in some parts of their response may not negatively affect the mark awarded.

## **Stage 2 - Deciding on the mark**

Once the band has been decided, you can then assign a mark within the band. WJEC will provide standardising material to be used as reference material throughout the assessment period.

When marking, you can use this material to decide whether a candidate's response is of a superior, inferior or comparable standard to the examples provided. You are reminded of the need to revisit the standardising material as you apply the mark scheme in order to confirm that the band and the mark allocated are appropriate to the response given.

The following pages contain notes for examiners; mark schemes for the role play for Foundation Tier; and assessment grids for the conversation. In addition, you should ensure you are familiar with the grammar requirements in Appendix B of the specification.

When using the assessment grids for Conversation, the skills of Communication and interaction, Pronunciation and intonation and Linguistic knowledge and accuracy are to be assessed holistically across both parts of the conversation. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another.

## Role Play (Foundation Tier)

[15]

Each candidate will be required to complete a role play giving five responses. The role play will be assessed according to the following criteria:

### Communication and interaction

Each response by the candidate will be given 3, 2, 1, or 0 marks on the following basis:

#### Foundation Tier

<b>3</b>	Message is conveyed. Vocabulary and grammatical structures are mostly correct. Pronunciation and intonation are mostly accurate, may have occasional lapses.
<b>2</b>	Message is conveyed, though there may be some ambiguity, or message is partially conveyed without ambiguity. Vocabulary and grammatical structures contain frequent errors. Pronunciation and intonation are more accurate than inaccurate.
<b>1</b>	Message is partially conveyed, but is ambiguous. Limited knowledge of vocabulary and grammatical structures demonstrated. Lapses in pronunciation and intonation may impede communication.
<b>0</b>	Inappropriate or no response. None of the required information is communicated.

## Guidance for examiners

### Role Play Task - Unseen question

The 'notes for examiners' on the following pages contain possible responses to the role plays for Foundation Tier and exemplify 'complete responses' that would gain maximum marks assuming that the candidate's pronunciation and intonation are mostly accurate.

Candidates are instructed on the front of the question paper to '**attempt** to provide complete responses in the role play task', and full sentences are not required; however, in order to achieve maximum marks for a response, knowledge of vocabulary and grammatical structures must be demonstrated and be mostly correct and pronunciation must also be accurate and clear. Where limited knowledge of vocabulary and grammatical structures is demonstrated and pronunciation is unclear one mark will be awarded.

Exemplification for application of the mark scheme for unseen question on the role play task:

#### Foundation Tier

##### Wann hast du Geburtstag ?

Response	Comments	Mark
Mein Geburtstag ist am fünfzehnten Juli	Clear pronunciation with complete information	3 marks
ist fünfzehn Juli	Pronunciation inaccurate	2 marks
Juli	Message partially conveyed no date is given.	1 mark
Geburtstag	Language solely from the prompt question inappropriate response.	0 marks

**ROLE PLAY**  
**FOUNDATION SET 1**

Notes for Examiners – to be used in conjunction with the mark scheme for role plays

**IDENTITY AND CULTURE**

[15]

**Food and Drink**

**Setting:** You are visiting your Austrian friend. You are discussing food. Your teacher will play the part of your friend.

The teacher will speak first.

Teacher examiner responses are given in bold.

- **Was ist dein Lieblingsessen?**
- Say what your favourite food is.<sup>1</sup>
- **Wie findest du den Kuchen hier in Österreich .**
- Give your opinion about the cakes in Austria.<sup>2</sup>
- **Wann isst du zu Mittag?**
- Answer the question.<sup>3</sup>
- **Was hast du gestern gegessen?**
- Say what you ate yesterday.<sup>4</sup>
- **Ach so.**
- **Ask your friend what he/she doesn't like to eat.<sup>5</sup>**

1. Ich mag *any type of food*

2. *Any suitable opinion*

3. Ich esse *any suitable time reference* zu Mittag

4. Ich habe *any type of food* gestern gegessen

5. Was isst du gern/nicht gern?

**ROLE PLAY**  
**FOUNDATION SET 2**

Notes for Examiners – to be used in conjunction with the mark scheme for role plays

**WALES AND THE WORLD**

[15]

**Environment**

**Setting:** You are talking to your German friend about the environment. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **Was machst du für die Umwelt?**
- Say what you do to help the environment.<sup>1</sup>
- **Was ist das größte Umweltproblem?**
- Say what the biggest environmental problem is.<sup>2</sup>
- **Wie oft recycelst du?**
- Answer the question.<sup>3</sup>
- **Wie bist du gestern zur Schule gekommen?**
- Say how you came to school yesterday.<sup>4</sup>
- **Ach so.**
- **Ask your friend's opinion about alternative energy.**<sup>5</sup>

1. Ich *activity for the environment*

2. Das größte Umweltproblem ist *Verschmutzung*

3. Ich recycle *time*

4. Ich bin *mode of transport* zur Schule gekommen?

5. Wie findest du alternative Energie?

**ROLE PLAY**  
**FOUNDATION SET 3**

Notes for Examiners – to be used in conjunction with the mark scheme for role plays

**WALES AND THE WORLD**

[15]

**Local Areas of Interest**

**Setting:** Your German friend is on a visit to Wales and you chat about the local area. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **Was gibt es in deiner Stadt für Touristen?**
- Say what tourists can do in your town.<sup>1</sup>
- **Was machst du normalerweise am Wochenende?**
- Say what you normally do at the weekend.<sup>2</sup>
- **Wann bist du zuletzt ins Museum gegangen?**
- Say when you last went to a museum.<sup>3</sup>
- **Wie ist das Wetter in deiner Gegend?**
- Answer the question.<sup>4</sup>
- **Ach so.**
- Ask your friend if they like shopping.<sup>5</sup>

1. Es gibt *tourist attraction*

2. Ich *activity*

3. Ich bin *day* ins Museumgegangen

4. Das Wetter ist *opinion*.

5. Magst du einkaufen?

**ROLE PLAY**  
**FOUNDATION SET 4**

Notes for Examiners – to be used in conjunction with the mark scheme for role plays

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

[15]

**Career Plans**

**Setting:** You are staying with a Swiss friend and talk about your plans for the future. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **Welche Fremdsprachen sprichst du?**
- Say which foreign languages you speak.<sup>1</sup>
- **Wo willst du arbeiten?**
- Answer the question.<sup>2</sup>
- **Was für Arbeit hast du zuletzt gemacht?**
- Say what work you have done recently.<sup>3</sup>
- **Ach so.**
- Ask your friend what he/she thinks about Saturday jobs.<sup>4</sup>
- **Interessant. Was ist dein idealer Beruf?**
- Say what your ideal job is.<sup>5</sup>

1. Ich spreche *language*

2. Ich will *workplace* arbeiten.

3. Ich habe *work type* gemacht

4. Wie findest du Samstagsjobs?

5. Mein Traumberuf ist *job*

**ROLE PLAY**  
**FOUNDATION SET 5**

Notes for Examiners – to be used in conjunction with the mark scheme for role plays

**IDENTITY AND CULTURE**

[15]

**Health and Fitness**

**Setting:** You are talking to your German friend about health and fitness. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **Wie oft machst du Sport?**
- Say how often you do sport.<sup>1</sup>
- **Wie findest du gesundes Essen?**
- Answer the question.<sup>2</sup>
- **Was hast du letzte Woche für deine Gesundheit gemacht?**
- Say what you did last week for your health.<sup>3</sup>
- **Ach so.**
- Ask your friend if he/she likes to play football.<sup>4</sup>
- **Ja. Mit wem spielst du Fußball?**
- Say who you play football with.<sup>5</sup>

1. Ich mache *time* Sport

2. Ich finde gesundes Essen *opinion*.

3. Ich habe *activity gemacht*.

4. Spielst du gern Fußball?

5. Ich spiele Fußball mit *person*

**ROLE PLAY**  
**FOUNDATION SET 6**

Notes for Examiners – to be used in conjunction with the mark scheme for role plays

**CURRENT STUDY AND FUTURE EMPLOYMENT**

[15]

**School and College Life**

**Setting:** You are chatting online with your friend in Hamburg about school. Your teacher plays the part of your Austrian friend.

Teacher examiner responses are given in bold.

- **Wann beginnt deine Schule?**
- Say what time school starts.<sup>1</sup>
- **Was hast du gestern in der Pause gemacht?**
- Say what you did at break yesterday.<sup>2</sup>
- **Wann trägst du zur Schule?**
- Answer the question.<sup>3</sup>
- **Wie findest du Klassenfahrten?**
- Say what you think about school trips.<sup>4</sup>
- **Aha.**
- Ask your friend how he/she gets to school.<sup>5</sup>

1. Die Schule beginnt um *time*.
2. Ich habe *activity (in the past)*
3. Ich habe *clothing* getragen.
4. Ich finde sie *opinion*.
5. Wie kommst du zur Schule?

## Conversation Task

### Guidance for examiners

Teacher-examiners must remember that the candidate needs to cover both their chosen sub-sub-theme and the chosen bullet points equally to access the full range of marks for the conversation. Candidates will not be penalised if they include content which could be linked to another bullet point as long as it is relevant and the requirements of the task are still met.

When awarding marks for the Conversation, Communication and interaction, Pronunciation and intonation and Linguistic knowledge and accuracy will be assessed separately. However if a candidate is awarded 0 for communication they will not be able to gain any marks for the other categories.

If a candidate is unable to start Part 1 of the conversation as indicated on the candidate and teacher instructions then the teacher examiner may prompt the candidate with a question taken from the **Suggested support questions for conversation task** or another appropriate question. This will be reflected in the awarding of marks for communication and interaction. In Part 2 the teacher examiner will start by asking the candidate a question based on the bullet point selected by the candidate. The question may be taken from the support questions.

Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.

## Assessment Grid for Unit 1: Speaking Conversation FOUNDATION TIER

(30 marks in total)

Band	Marks	Communication and interaction *	Marks	Pronunciation and intonation	Marks	Linguistic knowledge and accuracy
5	13-15	<ul style="list-style-type: none"> <li>Can initiate the conversation but needs support to extend responses. Conveys mainly relevant and mainly clear information.</li> <li>Occasional extended responses to questions. Occasionally narrates events briefly when asked to do so.</li> <li>Able to express thoughts, points of view and exchange opinions with some justification.</li> <li>Generally good interaction with some spontaneity. Sometimes hesitates and may not be able to respond to some questions</li> </ul>	5	<ul style="list-style-type: none"> <li>Generally good pronunciation and intonation but with some inconsistency.</li> </ul>	9-10	<ul style="list-style-type: none"> <li>Generally good language with a mainly simple range of vocabulary and grammatical structures. Some attempts made at more complex structures.</li> <li>Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.</li> </ul>
4	10-12	<ul style="list-style-type: none"> <li>Attempts to initiate the conversation. Needs support to both structure and extend the conversation Conveys some relevant information in response to questions. Responses may be occasionally unclear.</li> <li>Occasionally attempts longer responses to questions. Has limited success in narrating events.</li> <li>Able to express thoughts, some points of view and exchange some opinions with simple justification.</li> <li>Reasonable interaction with a little spontaneity. The conversation often has hesitations, and delivery can be quite slow at times.</li> </ul>	4	<ul style="list-style-type: none"> <li>Pronunciation and intonation is more accurate than inaccurate.</li> </ul>	7-8	<ul style="list-style-type: none"> <li>Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures.</li> <li>Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.</li> </ul>
3	7-9	<ul style="list-style-type: none"> <li>May need support to initiate and structure the discussion and gives short responses to most questions. Some responses may be difficult to understand or may be unclear.</li> <li>Attempts made at longer responses or at narrating events but with very limited success.</li> <li>Conveys simple thoughts and exchanges simple opinions with very simple justification.</li> <li>Basic interaction with little or no spontaneity. The conversation has hesitations, which can be long, and delivery is quite slow.</li> </ul>	3	<ul style="list-style-type: none"> <li>Pronunciation is mostly understandable with some correct intonation.</li> </ul>	5-6	<ul style="list-style-type: none"> <li>Basic language using simple vocabulary and grammatical structures.</li> <li>Some accuracy demonstrated when using simple structures. There may be errors which sometimes prevent communication. Little success in references to past or future events.</li> </ul>
2	4-6	<ul style="list-style-type: none"> <li>Gives very short responses. Many responses are unclear.</li> <li>Some attempts made at slightly longer responses or at narrating events but without success.</li> <li>Conveys simple thoughts and opinions</li> <li>Limited interaction with no spontaneity. The conversation has frequent hesitations which are often long. Delivery is slow.</li> </ul>	2	<ul style="list-style-type: none"> <li>Attempts to pronounce words accurately.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Limited language with a very simple range of vocabulary and grammatical structures.</li> <li>Frequent errors likely. Very little or no success in making references to past or future events.</li> </ul>
1	1-3	<ul style="list-style-type: none"> <li>Very little information conveyed. Most responses are very unclear.</li> <li>Unable to attempt slightly longer responses or narrate events.</li> <li>Unable to give an opinion.</li> <li>Poor interaction. Long hesitations before answering most questions. Very disjointed conversation.</li> </ul>	1	<ul style="list-style-type: none"> <li>Pronunciation is occasionally understandable.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>Very poor language with a very limited range of vocabulary and grammatical structures.</li> <li>Occasional accuracy demonstrated.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>Response not worthy of credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit.</li> </ul>