



GCSE MARKING SCHEME

SUMMER 2022

**GCSE
GERMAN - UNIT 1
HIGHER TIER
3820UA0-1**

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 (HIGHER 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 Higher 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 Higher Tier is 7-9 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 Higher 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 (Higher 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:

Higher Tier

3	Message is conveyed fully without ambiguity. Vocabulary and grammatical structures are correct. Consistently accurate pronunciation and intonation.
2	Message is conveyed, though there may be some ambiguity, or message is partially conveyed without ambiguity. Vocabulary and grammatical structures are mostly correct. Pronunciation and intonation are mostly accurate, may have occasional lapses.
1	Message is partially conveyed, but is ambiguous. Vocabulary and grammatical structures contain frequent errors or limited knowledge of vocabulary and grammatical structures demonstrated. Lapses in pronunciation and intonation may impede communication.
0	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 Higher 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:

Higher Tier

Was isst du gern bei einer Party?

Response	Comments	Mark
Ich esse gern Pizza	Message accurately conveyed with accurate grammatical structures and accurate pronunciation	3 marks
Ich bin Pizza gegessen	Message conveyed but some ambiguity as grammatical structures do not correspond to the question.	2 marks
Pizza or ich gegessen Pizza	Pronunciation inaccurate and/ or limited vocabulary demonstrated.	1 mark
Party	Language solely from the prompt question and/or inappropriate response.	0 marks

ROLE PLAY
HIGHER SET 1

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 chatting to your German friend about fitness. Your teacher will play the role of your friend.

The teacher will speak first.

Teacher examiner responses are given in bold.

- **Welchen Sport hast du gestern gemacht?**
- Say which sport you did yesterday.¹
- **Wie oft gehst du ins Fitnesszentrum?**
- Answer the question.²
- **Was könntest du machen, um gesund zu sein?**
- Say what you could do to be healthy.³
- **Ach so. Wo kann man gesund essen?**
- Say where you can eat healthily.⁴
- **Alles klar.**
- Ask if he/she likes vegetarian food.⁵

1. Ich habe gestern *name a sporting activity* gespielt.

2. Ich gehe *note any time reference*.

3. Ich könnte *name an activity*.

4. Man kann in *name an appropriate place to eat* gesund essen.

5. Wie findest du vegetarisches Essen?

ROLE PLAY
HIGHER SET 2

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: You are chatting online with your Austrian friend about your area. Your teacher plays the part of your Austrian friend.

The teacher will speak first.

Teacher examiner responses are given in bold.

- **Was kann man in deiner Region machen?**
- Say what you can do in your area.¹
- **Wie findest du deine Region?**
- Answer the question.²
- **Wann bist du zuletzt nach Swansea gefahren?**
- Say when you last went to Swansea.³
- **Ach so.**
- Ask your friend if they would like to visit the coast.⁴
- **Ja gerne. Mit wem fahren wir an die Küste?**
- Say, with whom you are going to the coast.⁵

¹. Man kann *name an activity*.

². Ich finde meine Region *give an opinion*.

³. Ich bin zuletzt *name a time* nach Swansea gefahren.

⁴. Möchtest du an die Küste fahren?

⁵. Wir fahren mit *name a person/s*.

ROLE PLAY
HIGHER SET 3

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

WALES AND THE WORLD

[15]

Environment

Setting: You are taking part in an interview on Swiss radio about the environment. Your teacher will play the part of the interviewer.

The teacher will speak first.

Teacher examiner responses are given in bold.

- **Welche Umweltprobleme gibt es weltweit?**
- Answer the question ¹
- **Was haben Sie zuletzt für die Umwelt gemacht**
- Say what you have recently done for the environment. ²
- **Wie könnte man die Umwelt verbessern?**
- Say what you could do to help the environment. ³
- **Wie finden Sie erneuerbare Energie?**
- Say what you think of renewable energy. ⁴
- **Ach so.**
- Ask the interviewer about the environment in Switzerland. ⁵

¹. Es gibt *name an environmental problem*.

². Ich habe *name an item recycled/name an activity*.

³. Ich könnte *name an activity*, um die Umwelt zu verbessern.

⁴. Ich finde erneubare Energie *give an opinion*.

⁵. Wie ist die Umwelt in der Schweiz?

ROLE PLAY
HIGHER SET 4

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

CURRENT AND FUTURE STUDY AND EMPLOYMENT **[15]**

School/College Life

Setting: You are talking with your Austrian friend about your school. Your teacher will play the part of your friend.

The teacher will speak first.

Teacher examiner responses are in bold

The teacher will speak first.

- **Wo liegt deine Schule?**
- Say where your school is situated.
- **Was hast du gestern nach der Schule gemacht?**
- Say what you did after school.
- **In welche AGs würdest du gern gehen?**
- Say which school clubs you would like to join.
- **Toll. Wie findest du die Schulregeln?**
- Answer the question.
- **Ach so.**
- Ask how much homework he/she has.

1. Meine Schule liegt *name a location*.
2. Nach der Schule habe ich *name an activity* gemacht/gespielt
3. Ich würde/möchte bei/in *name any club* mitmachen/gern gehen.
4. Ich finde Schulregeln *give an opinion*
5. Wie viele Hausaufgaben hast du?

ROLE PLAY
HIGHER SET 5

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 in Germany, talking to your German friend about food. Your teacher will play the role of your German friend.

The teacher will speak first.

Teacher examiner responses are given in bold.

- **Wie findest du deutsches Essen?**
- Say what you think of German food. ¹
- **Ja, ich stimme zu!**
- Ask your friend about typical German food.²
- **Answer appropriately in German. Was hast du gestern gegessen?**
- Say what you ate yesterday.³
- **Um wieviel Uhr möchtest du zu Abend essen?**
- Say what time you would like to eat in the evening. ⁴.
- **Was trinkst du zum Frühstück?**
- Answer the question. ⁵
- **Ach so.**

1. Ich mag deutsches Essen/nicht

2. Gibt es typisches deutsches Essen?/Wie findest du typisches deutsches Essen?

3. Ich habe *name a German food* gestern gegessen.

4. Ich möchte um *name a time* essen.

5. Ich trinke *name a drink* zum Frühstück.

ROLE PLAY
HIGHER SET 6

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 an Austrian friend and are talking about your future plans. Your teacher plays the part of your Austrian friend's host parent.

The teacher will speak first.

Teacher examiner responses are in bold.

- **Welchen Beruf möchtest du in der Zukunft machen?**
- Say what you would like to do in the future.¹
- **Wie findest du die Karriere als Lehrer?**
- Answer the question.²
- **Aha. Wie wichtig ist es Fremdsprachen zu lernen?**
- Say what you think of learning foreign languages.³
- **Wann hast du zuletzt mit einem Berufsberater gesprochen?**
- Say when you last spoke with a career's adviser.⁴
- **Ach so!**
- Ask the parent what job he/she does⁵

¹. In der Zukunft möchte ich *name a job/career* werden.

². Ich finde die Karriere als Lehrer *give an opinion*.

³. Fremdsprachen lernen ist *sehr wichtig/unwichtig*.

⁴. Ich habe mit dem/der Berufsberater/in *name a day/time* gesprochen.

⁵. Was machen Sie von Beruf?

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
HIGHER 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"> Confidently initiates and leads the conversation. Conveys detailed and relevant information Consistently develops responses to questions in extended sequences of speech. Narrates events coherently when asked to do so. Consistently able to express and justify thoughts, points of view and exchange opinions in detail. Excellent interaction with natural responses and some fluency. 	5	<ul style="list-style-type: none"> Very good pronunciation and intonation. Consistently accurate with only minor inaccuracies. 	9-10	<ul style="list-style-type: none"> Excellent language with a wide variety of vocabulary and grammatical structures, including complex structures. High level of accuracy with only a few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.
4	10-12	<ul style="list-style-type: none"> Can initiate and lead most of the conversation. Conveys detailed and mainly relevant information in response to questions. Almost always conveys information clearly. Regularly develops responses to questions in extended sequences of speech. Usually narrates events when asked to do so. Able to express and justify thoughts, points of view and exchange opinions in some detail. Very good interaction to questions. Usually prompt responses 	4	<ul style="list-style-type: none"> Very good pronunciation and intonation with occasional inaccuracies. 	7-8	<ul style="list-style-type: none"> Very good language with some variety of vocabulary and grammatical structures. Very good level of accuracy with some minor errors. Other errors occur when attempting more complex structures or vocabulary. References to past, present and future events are mostly successful.
3	7-9	<ul style="list-style-type: none"> Can initiate the conversation may need occasional prompting. Conveys mainly relevant information with some detail in response to questions. Usually conveys information clearly. Conveys mainly relevant information with some detail in response to the questions. Develops some responses to questions in extended sequences of speech. Sometimes narrates events when asked to do so. Able to justify thoughts, points of view and exchange opinions. Good interaction. There may be some hesitations but the conversation has a reasonable pace. 	3	<ul style="list-style-type: none"> Generally good pronunciation and intonation. 	5-6	<ul style="list-style-type: none"> Good language with some variety of vocabulary and grammatical structures, including some complex structures. A good level of accuracy. There may be minor errors and occasionally more serious ones. Attempts made at more complex structures are sometimes successful. References to past, present and future events are made and are sometimes successful
2	4-6	<ul style="list-style-type: none"> Can initiate the conversation but needs support to extend responses. Conveys mainly relevant and mainly clear information. Occasional extended responses to questions. Occasionally narrates events briefly when asked to do so. Able to express thoughts, points of view and exchange opinions with some justification. Generally good interaction with some spontaneity. Sometimes hesitates and may not be able to respond to some questions 	2	<ul style="list-style-type: none"> Generally good pronunciation and intonation but with some inconsistency. 	3-4	<ul style="list-style-type: none"> Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures. 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.
1	1-3	<ul style="list-style-type: none"> 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. Occasionally attempts longer responses to questions. Has limited success in narrating events. Able to express thoughts, some points of view and exchange some opinions with simple justification. Reasonable interaction with a little spontaneity. The conversation often has hesitations, and delivery can be quite slow at times. 	1	<ul style="list-style-type: none"> Pronunciation and intonation is more accurate than inaccurate. 	1-2	<ul style="list-style-type: none"> Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. 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.
0	0	<ul style="list-style-type: none"> Response not worthy of credit. 	0	<ul style="list-style-type: none"> Response not worthy of credit. 	0	<ul style="list-style-type: none"> Response not worthy of credit.