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# **GCSE MARKING SCHEME**

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**SUMMER 2023**

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

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2023 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 2023 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 (pages 12 and 14). See information below regarding advice on awarding marks using banded mark schemes
- the specified length of the Speaking test for Foundation 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. You 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, you are requested to inform WJEC.

When writing or speaking about themselves, gender identification should not be an issue as they should be using first-person pronouns. If candidates choose to write or speak in the third-person, they must be consistent in their pronoun choices, for example, use of 'they/them/xe/xhe' should not be seen as grammatically incorrect if the candidate is consistently using the chosen pronoun throughout their writing. Please be mindful of candidates' choices in assessing all work. When discussing another individual in the third person where gender or gender preference is unknown or undisclosed, WJEC expects consistent application of the gender agreement of the candidate's choice, for example, the discussion of a writer's craft could make reference to 'him/her' or 'they'.

## **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 (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?

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

## FOUNDATION TIER SET 1

### ROLE PLAY

#### CURRENT AND FUTURE STUDY AND EMPLOYEMENT

##### Career plans

[15]

Setting: You are visiting your Austrian friend. You are discussing your plans for the future. Your teacher will play the part of your friend.

**Teacher examiner responses are given in bold.**

- **Wo möchtest du arbeiten?**
- Say where you would like to work.<sup>1</sup>
- **Was ist dein Lieblingsjob?**
- Answer the question.<sup>2</sup>
- **Wie findest du die Arbeit als Lehrer?**
- Say what you think about working as a teacher.<sup>3</sup>
- **Was hast du letztes Jahr gemacht?**
- Say what work you did last year.<sup>4</sup>
- **Ach so!**
- Ask your friend if they like their work.<sup>5</sup>

1. Ich möchte in *name any workplace* arbeiten.
2. Mein Lieblingsjob ist *name any occupation*.
3. Ich finde sie *give an opinion*.
4. Ich habe *name an activity* gemacht/ *name a job* gearbeitet.
5. Wie findest du deine Arbeit?

**Look for and reward any valid alternative.**

## FOUNDATION TIER SET 2

### ROLE PLAY

#### WALES AND THE WORLD

##### Environment

[15]

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.**

- **Welche Umweltprobleme gibt es?**
- Give an example of an environmental problem.<sup>1</sup>
- **Was macht deine Familie für die Umwelt?**
- Say what your family does for the environment.<sup>2</sup>
- **Was hast du zuletzt in der Schule für die Umwelt gemacht?**
- Say what you did at school recently for the environment.<sup>3</sup>
- **Wie findest du Elektroautos?**
- Answer the question.<sup>4</sup>
- **Ach so.**
- Ask your friend about recycling in Germany.<sup>5</sup>

1. Es gibt *name any environmental problem*

2. Meine Familie spart Wasser (*any environmentally friendly activity*).

3. Meine Schule hat/ich habe (*any activity*) gemacht.

4. Ich finde sie gut (*give any opinion*).

5. Recycelst du in Deutschland? *Any question* about recycling.

**Look for and reward any valid alternative.**

## FOUNDATION TIER SET 3

### ROLE PLAY

#### CURRENT AND FUTURE STUDY AND EMPLOYMENT

##### School/college life

[15]

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

Teacher examiner responses are given in bold.

- **Wo liegt deine Schule?**
- Say where your school is.<sup>1</sup>
- **Wie findest du die Schuluniform?**
- Answer question.<sup>2</sup>
- **Was machst du in der Pause?**
- Say what you do at break.<sup>3</sup>
- **Was hast du gestern in der Kantine gegessen?**
- Say what you ate at school yesterday.<sup>4</sup>
- **Ach so.**
- Ask your friend about school rules.<sup>5</sup>

1. Meine Schule ist (*any location*).
2. Ich finde meine Uniform *give an opinion*.
3. (*Name any activity*).
4. Ich habe (*any type of food*) gegessen.
5. Wie findest du Schulregeln?

Look for and reward any valid alternative.

## FOUNDATION TIER SET 4

### ROLE PLAY

#### IDENTITY AND CULTURE

##### Food and drink

[15]

Setting: You are staying with a Swiss friend and talk about food and drink. Your teacher plays the part of your friend.

Teacher examiner responses are given in bold.

- **Was ist dein Lieblingsessen in der Schweiz?**

- Say what your favourite food is.<sup>1</sup>

- **Wie findest du traditionelles Essen?**

- Answer the question.<sup>2</sup>

- **Wie oft kochst du?**

- Say how often you cook.<sup>3</sup>

- **Was hast du gestern getrunken?**

- Say what you drank yesterday.<sup>4</sup>

- **Ach so**

- Ask your friend about British food.<sup>5</sup>

1. Mein Lieblingsessen ist Pizza (*any type of food*).

2. Ich finde es (*any opinion*).

3. Ich koche sehr oft/oft/selten (*any time reference*).

4. Ich habe (*any drink*) getrunken.

5. Wie findest du britisches Essen? Magst du ...? (*Any question about British food*).

Look for and reward any valid alternative.

## FOUNDATION TIER SET 5

### ROLE PLAY

#### IDENTITY AND CULTURE

##### Entertainment and leisure

[15]

Setting: You are talking to your Austrian friend about free time Your teacher will play the part of your friend.

**Teacher examiner responses are given in bold.**

- **Was machst du normalerweise in deiner Freizeit?**
- Say what you usually do you in your free time.<sup>1</sup>
- **Wann machst du dein Hobby?**
- Say when you do your hobby.<sup>2</sup>
- **Wie findest du Wassersport?**
- Answer the question.<sup>3</sup>
- **Welche Freizeitaktivität hast du gestern gemacht?**
- Say what activity you did yesterday.<sup>4</sup>
- **Ach so**
- Ask your friend about their free time.<sup>5</sup>

1. Ich spiele/lese (*any free time activity*).
2. Ich mache mein Hobby am Wochenende (*any time reference*).
3. Ich mag *any watersport*.
4. Ich habe (*any activity*) gemacht/gespielt.
5. Was machst du in deiner Freizeit?

**Look for and reward any valid alternative.**

## FOUNDATION TIER SET 6

### ROLE PLAY

#### WALES AND THE WORLD

##### Local areas of interest

[15]

Setting: You are chatting online with your friend in Hamburg about your area. Your teacher will play the part of your friend.

**Teacher examiner responses are given in bold.**

- **Was gibt es in deiner Region?**
- Say what there is in your area.<sup>1</sup>
- **Wann gehst du Einkaufen?**
- Say when you go shopping.<sup>2</sup>
- **Wie findest du Museen?**
- Answer the question.<sup>3</sup>
- **Wohin bist du letztes Wochenende gegangen?**
- Say where you went last weekend.<sup>4</sup>
- **Ach so.**
- Ask your friend about their region.<sup>5</sup>

1. Es gibt ein Rathaus. (*any place to visit*).

2. Ich gehe (*any time phrase such as am Wochenende*)

3. Ich finde sie (*any opinion*).

4. Ich war in Swansea/Ich bin nach (*any place*) gefahren.

5. Wie ist deine Region?

**Look for and reward any valid alternative.**

## **Photo Card Discussion**

### **Guidance for examiners**

Teacher-examiners should aim to spend equal time on all four questions. However, some candidates will give uneven responses and some candidates may cover the unseen questions before these are asked. Teachers are allowed to prompt candidates to extend their answers where appropriate. Acceptable prompts in the assessed language include:

- asking why/ why not
- asking their opinion
- asking what they think
- asking them to say more
- asking them to develop their answer, give more details or explain their response

Students who do not understand the unseen questions asked by the teacher-examiner may use repair strategies to seek clarification and should not be penalised. Candidates who then proceed to respond to the question should be awarded marks based on their response given to the question.

If a candidate does not respond to all the questions in this task this should be reflected in the marks awarded (see marking grids).

**Assessment Grid for Unit 1: Speaking Photo Card Discussion FOUNDATION TIER**

**(15 marks)**

<b>Band</b>	<b>Marks</b>	<b>Communication and interaction *</b>	<b>Marks</b>	<b>Linguistic knowledge and accuracy</b>
<b>5</b>	<b>9-10</b>	<ul style="list-style-type: none"> <li>Conveys relevant information with occasional extended responses to the photo and all questions.</li> <li>Frequently gives points of view and opinions with justification.</li> </ul>	<b>5</b>	<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>
<b>4</b>	<b>7-8</b>	<ul style="list-style-type: none"> <li>Conveys relevant information in response to the photo and all or nearly all questions.</li> <li>Able to express points of view and opinions with some attempts at justification.</li> </ul>	<b>4</b>	<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>
<b>3</b>	<b>5-6</b>	<ul style="list-style-type: none"> <li>Gives simple responses to the photo and most questions.</li> <li>Conveys some opinions with simple justification.</li> </ul>	<b>3</b>	<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>
<b>2</b>	<b>3-4</b>	<ul style="list-style-type: none"> <li>Gives short simple responses to the photo and some of the questions.</li> <li>Occasional attempts to convey simple opinions.</li> </ul>	<b>2</b>	<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>
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>Some attempts to respond to the photo and questions with very short responses.</li> <li>Few or no opinions given.</li> </ul>	<b>1</b>	<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>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>Response not worthy of credit.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>Response not worthy of credit.</li> </ul>

When awarding marks, Communication and interaction and Linguistic knowledge and accuracy will be assessed separately.

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

## Conversation Task

### Conversation Task Guidance for examiners

Teacher-examiners must remember that the candidate needs to cover both 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>