



GCSE MARKING SCHEME

SUMMER 2018

**GCSE (NEW)
GERMAN - UNIT 1
FOUNDATION TIER
3820U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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)
SUMMER 2018 MARK SCHEME
UNIT 1: SPEAKING

General Advice

Examiners 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 for the smooth running of the examination that these instructions are adhered to by all.

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

- Examiners must be positive in their approach. Look for opportunities to reward rather than penalise.
- Make sure that you are familiar with the role plays, the photo card questions and the conversation themes and bullet points.
- Make sure you are familiar with the assessment grids for the photo cards and conversation at Foundation Tier and the descriptors for each section of the grid (pages 15 - 17). 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. 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.

Banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has relevant descriptors. The descriptors for the band provide a description of the performance level for that band.

Stage 1 - Deciding on the band

Beginning at the lowest band, examiners should look at the descriptors for that band and see if they match the qualities shown in the candidate's work for that section. If the descriptors at the lowest band are satisfied, examiners 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 work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of their responses.

Stage 2 - Deciding on the mark

Once the band has been decided, examiners can then assign a mark within the band. WJEC will provide standardising material already awarded a mark and this should be used as reference material when assessing the work.

When marking, examiners can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the standardising material as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

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

When using the assessment grids for the photo card discussion, the skills of Communication and interaction, and Linguistic knowledge and accuracy are to be assessed separately.

Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another.

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 marks)**

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

3	Message is conveyed. Vocabulary and grammatical structures are mostly correct. Pronunciation and intonation are mostly accurate, may have occasional lapses.
2	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.
1	Message is partially conveyed, but is ambiguous. 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 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
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 PLAYS
FOUNDATION TIER SET 1

CURRENT AND FUTURE STUDY AND EMPLOYMENT

School and college life

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

Your teacher will speak first.

Teacher examiner responses are given in bold.

- Wann beginnt deine Schule?
- **Say what time school starts.¹**
- Wieviele Stunden hast du jeden Tag?
- **Say how many lessons you have per day.²**
- Was hast du in der Mittagspause gemacht ?
- **Say what you did yesterday at lunch time.³**
- Was ist dein Lieblingsessen in der Schulkantine?
- **Answer the question.⁴**
- Aha.
- **Ask your friend what his / her favourite subject at school is.⁵**

¹ Um neun Uhr (accept any reasonable time).

² Ich habe 5 Stunden pro Tag (accept any sensible number).

³ Ich habe Fussball gespielt (accept any activity in past tense).

⁴ Mein Lieblingsessen ist Salat (accept any reasonable meal).

⁵ Was ist dein Lieblingsfach in der Schule?

Look for and reward any valid alternative

ROLE PLAY
FOUNDATION TIER SET 2

IDENTITY AND CULTURE

HEALTH AND FITNESS

Setting: You are talking to your German friend about how you keep fit. Your teacher will play the part of your friend.

The teacher will speak first.

Teacher examiner questions are given in bold.

- Was machst du, um fit zu bleiben ?
- **Say what sports you do.**¹
- Wie oft machst du das?
- **Answer the question.**²
- Wo machst du das?
- **Say where you do sport.**³
- Was hast du letzte Woche gemacht ?
- **Say what sport you did last week.**⁴
- Toll!
- **Ask your friend what his/her favourite sport is.**⁵

¹ Ich spiele Tennis (accept any reasonable answer).

² Ich spiele zweimal in der Woche (accept any reasonable answer).

³ Ich spiele im Sportzentrum (accept any reasonable answer).

⁴ Ich habe Golf gespielt (accept any reasonable answer in past tense).

⁵ Was ist dein Lieblingssport?

Look for and reward any valid alternative

ROLE PLAY
FOUNDATION TIER SET 3

THE WIDER WORLD

Local and regional features of Germany/ German speaking countries

Setting: You are in Berlin and want to see the city. You go to the tourist office to ask for help. Your teacher will play the part of the tourist office worker.

The teacher examiner responses are given in bold.

- Wie finden Sie Berlin?
- **Say what you think of Berlin.¹**
- Wo wohnen Sie in Berlin?
- **Say where you are staying.²**
- Ach so!
- **Ask what there is for tourists in Berlin.³**
- Es gibt viel. Was für Interessen haben Sie?
- **Answer the question.⁴**
- Und was haben Sie gestern gemacht?
- **Say what you did yesterday.⁵**

¹ Ich finde Berlin toll (accept any reasonable response).

² Ich wohne in einem Hotel (accept any reasonable response).

³ Was gibt es für Touristen in Berlin ?

⁴ Ich mag Kunst (accept any reasonable alternative).

⁵ Ich habe gestern den Zoo besucht (accept any reasonable alternative in past tense).

Look for and reward any valid alternative

ROLE PLAY
FOUNDATION TIER SET 4

WALES AND THE WORLD

Environment

Setting: You are visiting an environmental group in a German school. Your teacher will play the part of a pupil in the group.

Teacher examiner responses are given in bold.

- Hallo woher kommst du denn?
- **Say where you come from.¹**
- Wie findest du unsere Umweltgruppe?
- **Answer the question.²**
- Ach so
- **Ask what he/she does in the group.³**
- Ich mache viel. Was machst du zu Hause in Wales für die Umwelt?
- **Say what you do at home for the environment.⁴**
- Aha. Und wie bist du heute hier in die Schule gekommen?
- **Say how you came to school.⁵**

¹ Ich komme aus Wales (accept any reasonable answer).

² Ich finde die Gruppe interessant (accept any reasonable answer).

³ Was machst du in der Gruppe?

⁴ Ich trenne den Müll (accept any reasonable response).

⁵ Ich kam heute mit dem Bus in die Schule (accept any reasonable response in past tense).

Look for and reward any valid alternative

ROLE PLAY
FOUNDATION TIER SET 5

CURRENT AND FUTURE STUDY AND EMPLOYMENT

Post – 16 study

Setting: You are talking to your Swiss friend about plans for September. Your teacher will play the part of your friend.

Your teacher will speak first.

Teacher examiner responses are given in bold.

- Was ist dein Lieblingsfach im Moment?
- **Say what your favourite subject is.¹**
- Was hast du gestern gelernt?
- **Say what you learnt yesterday.²**
- Wie findest du Collegekurse?
- **Say what you think of college courses.³**
- Ach so.
- **Ask your friend if he/she is going to college.⁴**
- Ja . Wie lange ist ein Collegekurs bei dir in Wales?
- **Answer the question.⁵**

¹ Mein Lieblingsfach ist Geschichte (accept any reasonable response).

² Ich habe gestern Englisch gelernt. (accept any reasonable response in past tense).

³ Ich finde Collegekurse toll (accept any reasonable response).

⁴ Gehst du zur College/Hochschule? accept any reasonable question

⁵ Ein Collegekurs ist 2 Jahre in Wales (accept any reasonable response).

Look for and reward any valid alternative

ROLE PLAY
FOUNDATION TIER SET 6

IDENTITY AND CULTURE

Food and Drink

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

The teacher will speak first.

Teacher examiner responses are given in bold.

- Was isst du normalerweise zum Frühstück?
- **Say what you have for breakfast.¹**
- Wie findest du das deutsche Frühstück?
- **Say what you think of German breakfast.²**
- Ach so
- **Ask your friend what his/her favourite food is.³**
- Hamburger. Wann frühstückst du?
- **Answer the question.⁴**
- Aha. Was hast du gestern Abend gegessen?
- **Say what you ate last night.⁵**

¹ Ich esse Toastbrot (accept any reasonable answer).

² Das deutsche Frühstück ist lecker (accept any reasonable answer).

³ Was ist dein Lieblingsessen?

⁴ Ich frühstücke um 8 Uhr (accept any reasonable response).

⁵ Ich habe Pizza gegessen (accept any reasonable response in past tense).

Look for and reward any valid alternative

ROLE PLAY
FOUNDATION TIER SET 7

CURRENT AND FUTURE STUDY AND EMPLOYMENT

Employment

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

Your teacher will speak first

Teacher examiner responses are given in bold

- Hallo NAME. Hast du einen Samstagsjob?
- **Say yes and where you work.¹**
- Wieviel Geld verdienst du pro Stunde?
- **Answer the question.²**
- Was machst du mit dem Geld?
- **Say what you do with your money.³**
- Wie lang hast du letztes Wochenende gearbeitet?
- **Say how long you worked.⁴**
- Aha.
- **Ask your friend what he / she is doing at the weekend.⁵**

¹ Ja ich arbeite in einem Café (accept any reasonable response).

² Ich verdiene €/£ 8 die Stunde (accept any reasonable response)

³ Ich spare für die Ferien (accept any reasonable response).

⁴ Ich habe 6 Stunden gearbeitet (accept any reasonable response in past tense).

⁵ Was machst du am Wochenende?

Look for and reward any valid alternative

ROLE PLAY
FOUNDATION TIER SET 8

IDENTITY AND CULTURE

Technology and social media

Setting: You are skyping your friend in Germany and talk about mobile phones. Your teacher plays the part of your friend.

Your teacher speaks first

Teacher examiner responses are in bold

- Wie oft benutzt du dein Handy?
- **Say how often you use your mobile phone.¹**
- Wie findest du soziale Netzwerke?
- **Answer the question.²**
- Was hast du gestern mit deinem Handy gemacht?
- **Say what you did yesterday on your phone.³**
- Ich habe auch ein Handy
- **Ask your friend what his/her favourite app is.⁴**
- Das Wetterapp. Mein Handy ist alt – was kostet ein neues Handy?
- **Say how much a mobile phone costs.⁵**

¹ Ich simse jeden Tag (accept any reasonable response).

² Ich finde soziale Netzwerke toll (accept any reasonable response).

³ Ich habe gestern mit dem Handy gespielt (accept any reasonable response in past tense).

⁴ Was ist deine Lieblingsapp?

⁵ Das kostet €100 (accept any reasonable answer).

Look for and reward any valid alternative

ROLE PLAY
FOUNDATION TIER SET 9

WALES AND THE WORLD

Mark Scheme

Local areas of interest

Setting: You are with your German friend in Wales and talk about your local area. Your teacher will play the part of your friend.

Your teacher will speak first

Teacher examiner responses are given in bold.

- Was kann man in deiner Gegend sehen?
- **Say what there is to see in your area.¹**
- Wie weit ist das?
- **Say how far away it is.²**
- Wie kann man am besten dorthin fahren?
- **Answer the question.³**
- Wann warst du zum letzten Mal da?
- **Say when you were last there.⁴**
- Ach so
- **Ask your friend if he/she likes your area.⁵**

¹ Es gibt ein Schloss/ einen Strand (accept any reasonable alternative).

² Das ist 5 Kilometer (accept any reasonable answer).

³ Man kann mit dem Zug/ Rad / Bus fahren (accept any reasonable alternative).

⁴ Ich war im August da (accept any reasonable answer in past tense).

⁵ Magst du die Gegend hier ? (accept any reasonable response)

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)

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	<ul style="list-style-type: none"> Conveys relevant information with occasional extended responses to the photo and all questions. Frequently gives points of view and opinions with justification. 	5	<ul style="list-style-type: none"> Generally good language with a mainly simple range of vocabulary and grammatical structures. Some 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.
4	7-8	<ul style="list-style-type: none"> Conveys relevant information in response to the photo and all or nearly all questions. Able to express points of view and opinions with some attempts at justification. 	4	<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.
3	5-6	<ul style="list-style-type: none"> Gives simple responses to the photo and most questions. Conveys some opinions with simple justification. 	3	<ul style="list-style-type: none"> Basic language using simple vocabulary and grammatical structures. Some accuracy demonstrated when using simple structures. There may be errors which sometimes prevent communication. Little success in references to past or future events.
2	3-4	<ul style="list-style-type: none"> Gives short simple responses to the photo and some of the questions. Occasional attempts to convey simple opinions. 	2	<ul style="list-style-type: none"> Limited language with a very simple range of vocabulary and grammatical structures. Frequent errors likely. Very little or no success in making references to past or future events.
1	1-2	<ul style="list-style-type: none"> Some attempts to respond to the photo and questions with very short responses. Few or no opinions given. 	1	<ul style="list-style-type: none"> Very poor language with a very limited range of vocabulary and grammatical structures. Occasional accuracy demonstrated.
0	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted. 	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted.

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

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 either part 1 or part 2 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"> Can initiate the conversation but needs support to extend responses. Conveys mainly relevant and 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. 	5	<ul style="list-style-type: none"> Generally good pronunciation and intonation but with some inconsistency. 	9-10	<ul style="list-style-type: none"> Generally good language with a mainly simple range of vocabulary and grammatical structures. Some 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.
4	10-12	<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 	4	<ul style="list-style-type: none"> Pronunciation and intonation is more accurate than inaccurate. 	7-8	<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.
3	7-9	<ul style="list-style-type: none"> 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. Attempts made at longer responses or at narrating events but with very limited success. Conveys simple thoughts and exchanges simple opinions with very simple justification. Basic interaction with little or no spontaneity. The conversation has hesitations, which can be long, and delivery is quite slow. 	3	<ul style="list-style-type: none"> Pronunciation is mostly understandable with some correct intonation. 	5-6	<ul style="list-style-type: none"> Basic language using simple vocabulary and grammatical structures. Some accuracy demonstrated when using simple structures. There may be errors which sometimes prevent communication. Little success in references to past or future events.
2	4-6	<ul style="list-style-type: none"> Gives very short responses. Many responses are unclear. Some attempts made at slightly longer responses or at narrating events but without success. Conveys simple thoughts and opinions Limited interaction with no spontaneity. The conversation has frequent hesitations which are often long. Delivery is slow. 	2	<ul style="list-style-type: none"> Attempts to pronounce words accurately. 	3-4	<ul style="list-style-type: none"> Limited language with a very simple range of vocabulary and grammatical structures. Frequent errors likely. Very little or no success in making references to past or future events.
1	1-3	<ul style="list-style-type: none"> Very little information conveyed. Most responses are very unclear. Unable to attempt slightly longer responses or narrate events. Unable to give an opinion. Poor interaction. Long hesitations before answering most questions. Very disjointed conversation. 	1	<ul style="list-style-type: none"> Pronunciation is occasionally understandable. 	1-2	<ul style="list-style-type: none"> Very poor language with a very limited range of vocabulary and grammatical structures. Occasional accuracy demonstrated.
0	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted. 	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted. 	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted.