



GCSE MARKING SCHEME

SUMMER 2018

**GCSE (NEW)
GERMAN - UNIT 1
HIGHER TIER
3820UA0-1**

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 Higher 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 Higher Tier is 10-12 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 Higher 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 (Higher 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:

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 gegessen Pizza	Message conveyed but some ambiguity as grammatical structures do not correspond to the question.	2 marks
Pizza	Pronunciation inaccurate and/ or limited vocabulary demonstrated.	1 mark
Party	Language solely from the prompt question inappropriate response.	0 marks

ROLE PLAYS
HIGHER TIER SET 1

CURRENT AND FUTURE STUDY AND EMPLOYMENT

School and college life

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

Teacher examiner responses are in bold

Your teacher will speak first.

- Wie findest du deine Schule?
- **Say what you think about your school.¹**
- Welche Fächer hast du gestern gehabt ?
- **Say what lessons you had yesterday.²**
- Warum lernst du Deutsch?
- **Answer the question.³**
- Ach so.
- **Ask your friend if he/she has school in the afternoon.⁴**
- Ja manchmal. Was wirst du nächstes Jahr lernen?
- **Say what you will study next year.⁵**

¹ Ich finde die Schule toll (accept any suitable response).

² Ich hatte gestern Englisch und Deutsch (accept any suitable response in past tense).

³ Weil Deutsch wichtig ist (accept any suitable response).

⁴ Hast du nachmittags Schule? (accept any suitable question)

⁵ Ich werde nächstes Jahr Musik studieren (accept any suitable response in future).

Look for and reward any valid alternative

ROLE PLAY
HIGHER TIER SET 2

IDENTITY AND CULTURE

Health and fitness

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

Teacher examiner responses are in bold

Your teacher will speak first.

- Was machst du, um fit zu bleiben?
- **Say what you do to keep fit.¹**
- Ach so. Ich trainiere im Moment für einen Marathon
- **Ask your friend where he/she trains.²**
- Im Sportzentrum. Wann hast du zuletzt Sport gemacht?
- **Say when you last played sport.³**
- Was soll man essen , um gesund zu sein?
- **Answer the question.⁴**
- Was würdest du machen, um gesünder zu werden?
- **Say what you would do to get healthier.⁵**

¹ Ich spiele Tennis (accept any suitable response).

² Wo trainierst du? (accept any suitable question)

³ Ich habe am Freitag Tennis gespielt (accept any suitable response in past tense).

⁴ Man soll mehr Obst essen (accept any suitable response).

⁵ Ich würde Schwimmen gehen (accept any suitable response in conditional).

Look for and reward any valid alternative

ROLE PLAY
HIGHER TIER SET 3

WALES AND THE WORLD

Travel and transport

Setting: Your Swiss friend has come to stay and you are talking about transport.

The teacher will speak first.

Teacher examiner responses are in bold

- Wie fährst du normalerweise in die Stadt?
- **Say how you normally travel to town.¹**
- Wie lange dauert das?
- **Answer the question.²**
- Wann bist du zuletzt nach Cardiff gefahren?
- **Say when you last went to Cardiff.³**
- Toll.
- **Ask your friend how often he/she travels by train.⁴**
- Jeden Tag. Wie würdest du am besten zur Küste fahren?
- **Say how you would travel to the coast.⁵**

¹ Ich fahre mit dem Bus (accept any suitable response).

² Das dauert 10 Minuten. (accept any suitable response).

³ Ich bin am Samstag nach Cardiff gefahren. (accept any suitable response in past tense).

⁴ Wie oft fährst du mit dem Zug? (Accept any suitable question).

⁵ Ich würde mit dem Auto fahren (accept any suitable response in conditional).

Look for and reward any valid alternative

ROLE PLAY
HIGHER 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.

Your teacher will speak first.

Teacher examiner responses are in bold

- Wie findest du das Thema Umwelt ?
- **Say what you think of the topic environment.¹**
- Ach so!
- **Ask your friend what he/ she does in school for the environment.²**
- Ich recycle- Was hast du persönlich letzte Woche für die Umwelt gemacht?
- **Say what you did last week for the environment.³**
- Wie ist es mit Radfahren in deiner Gegend?
- **Answer the question.⁴**
- Was könntest du machen, um Energie zu sparen?
- **Say what you would do to save energy.⁵**

¹ Ich finde das Thema interessant (accept any suitable response).

² Was machst du in der Schule für die Umwelt? (Accept any suitable question).

³ Ich habe Altglas recycelt (accept any suitable response in past tense).

⁴ Radfahren in der Gegend ist leicht (accept any suitable response).

⁵ Ich würde mehr Papier recyceln (accept any suitable response in conditional).

Look for and reward any valid alternative

ROLE PLAY

HIGHER TIER SET 5

CURRENT AND FUTURE STUDY AND EMPLOYMENT

Employment

Setting: You are in Germany having an interview for a summer job. Your teacher will play the part of the interviewer.

Your teacher will speak first.

Teacher examiner responses are in bold

- Wo möchten Sie arbeiten?
- **Say where you would like to work.¹**
- Wo haben Sie schon gearbeitet?
- **Say where you have already worked.²**
- Ach so.
- **Ask when you can start.³**
- Ende Juli Wie lange können Sie arbeiten?
- **Answer the question.⁴**
- Und was werden Sie in September nach dem Job machen?
- **Say what you will do in September.⁵**

¹ Ich möchte in einem Restaurant arbeiten (accept any suitable response).

² Ich habe schon in einem Café gearbeitet (accept any suitable response in past tense).

³ Wann kann ich beginnen? (Accept any suitable question)

⁴ Bis Ende August (accept any suitable response).

⁵ Ich werde zur Hochschule gehen (accept any suitable response in future tense).

Look for and reward any valid alternative

ROLE PLAY
HIGHER 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.

Your teacher will speak first.

Teacher examiner responses are in bold

- Was isst du gern zum Geburtstag?
- **Say what you like to eat on your birthday.¹**
- Ach so.
- **Ask your friend what his/her favourite German food is.²**
- Bratwurst. Wie findest du traditionelles Essen in Wales?
- **Answer the question.³**
- Was hast du gestern zu Abend gegessen?
- **Say what you ate for dinner yesterday.⁴**
- Wo möchtest du heute Abend essen?
- **Say where you would like to eat tonight.⁵**

¹ Ich esse gern Kuchen (accept any suitable response).

² Was ist dein Lieblingsessen in Deutschland? (Accept any suitable question)

³ Das Essen in Wales ist lecker (accept any suitable response).

⁴ Ich habe Pizza gegessen (accept any suitable response in past tense).

⁵ Ich möchte im Restaurant essen (accept any suitable response in conditional).

Look for and reward any valid alternative

ROLE PLAY
HIGHER TIER SET 7

CURRENT AND FUTURE STUDY AND EMPLOYMENT

Employment

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

Your teacher will speak first.

Teacher examiner responses are in bold

- Wie findest du deinen Samstagsjob?
- **Say what you think of your part time job.¹**
- Wieviel Geld verdienst du?
- **Answer the question.²**
- Was hast du letzte Woche damit gemacht?
- **Say what you did with it.³**
- Schön!
- **Ask your friend how he/she gets to work.⁴**
- Mit dem Zug. Wo würdest du gern in der Zukunft arbeiten?
- **Say where you would like to work in the future.⁵**

¹ Ich finde den Job toll (accept any suitable response).

² Ich verdiene €8 pro Stunde (accept any suitable response).

³ Ich habe ein T-shirt gekauft (accept any suitable response in past tense).

⁴ Wie kommst du zur Arbeit? (Accept any suitable question)

⁵ Ich möchte in einem Büro arbeiten (accept any suitable response in conditional).

Look for and reward any valid alternative

ROLE PLAY
HIGHER TIER SET 8

IDENTITY AND CULTURE

Technology and social media

Setting: You are talking to your friend in Germany and talk about technology. Your teacher plays the part of your friend.

Your teacher will speak first.

Teacher examiner responses are in bold

- Warum ist dein Handy wichtig?
 - **Say why your mobile phone is important.¹**
 - Ach so!
 - **Ask your friend how often he/she uses his/her mobile phone.²**
 - Jeden Tag. Und was machst du alles mit deinem Handy?
 - **Answer the question.³**
 - Wann hast du zuletzt Computerspiele gespielt?
 - **Say when you last played computer games.⁴**
 - Was für andere Technologie würdest du gern haben?
 - **Say what other technology you would like to have.⁵**

¹ Weil ich oft telefonieren muss (accept any suitable response).

² Wie oft bist du am Handy? (Accept any suitable question)

³ Ich schicke SMS (accept any suitable response).

⁴ Ich habe gestern Computerspiele gespielt (accept any suitable response in past tense).

⁵ Ich möchte einen Laptop haben (accept any suitable response in conditional).

Look for and reward any valid alternative

ROLE PLAY
HIGHER TIER SET 9

WALES AND THE WORLD

Holidays and tourism

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

Your teacher will speak first.

Teacher examiner responses are in bold

- Wohin fährst du gern in Urlaub?
- **Say where you like to go on holiday.¹**
- Wie fährst du normalerweise in Urlaub?
- **Answer the question.²**
- Wann bist du zuletzt in Urlaub gefahren?
- **Say when you last went on holiday.³**
- Aha.
- **Ask your friend what he/she likes doing on holiday.⁴**
- Sonnenbaden. Mit wem würdest du gern in Urlaub fahren?
- **Say who you would like to go on holiday with.⁵**

¹ Ich fahre gern nach Tenby (accept any suitable response).

² Ich fahre mit dem Auto (accept any suitable response).

³ Ich bin in August gefahren (accept any suitable response in past tense).

⁴ Was machst du gern auf Urlaub? (Accept any suitable question)

⁵ Ich möchte mit Freunden fahren (accept any suitable response in conditional).

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 HIGHER TIER

(15 marks)

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	<ul style="list-style-type: none"> Conveys detailed information and extended responses to the photo and all questions. Consistently able to express and justify thoughts, points of view and exchange opinions in detail. 	5	<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 few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.
4	7-8	<ul style="list-style-type: none"> Conveys relevant information with some extended responses to the photo and all or nearly all questions. Able to express thoughts, points of view and exchange opinions with justification. 	4	<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	5-6	<ul style="list-style-type: none"> Conveys mainly relevant information with occasional extended responses in response to the photo and most questions. Able to express points of view and opinions with some attempts at justification 	3	<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	3-4	<ul style="list-style-type: none"> Conveys some information in response to the photo and questions. Able to express some opinions with some attempts at simple justification. 	2	<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	1-2	<ul style="list-style-type: none"> Some attempts to respond to the photo and some questions with simple responses. Able to express some basic opinions. 	1	<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 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 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 in response to the questions clearly at all times. Conveys detailed and relevant information in response to the questions. 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 reactions 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 with usually natural reactions 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 with some natural reactions to questions. 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 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. Some success in references 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 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.