



GCSE MARKING SCHEME

SUMMER 2019

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

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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 2019 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 PLAY
FOUNDATION SET 1

IDENTITY AND CULTURE

[15]

Entertainment and Leisure

Setting: You are visiting your Swiss friend. You start talking about TV and films. Your teacher will play the part of your friend.

The teacher will speak first.

Teacher examiner responses are given in bold.

- Was für Sendungen magst du?
- **Say what type of programmes you like.¹**
- Ich mag Krimis.
- **Ask your friend what his /her favourite film is.²**
- Harry Potter. Wie oft gehst du ins Kino ?
- **Answer the question.³**
- Wann bist du zuletzt ins Kino gegangen?
- **Say when you last went to the cinema.⁴**
- Gehen wir heute Abend ins Kino?
- **Say yes and ask how much the tickets cost.⁵**

1. Ich mag *any type of programme*

2. Was ist dein Lieblingsfilm?

3. Ich gehe *any suitable time reference* ins Kino

4. Ich bin *any suitable time reference* ins Kino gegangen

5. Ja, was kosten die Karten?

ROLE PLAY
FOUNDATION SET 2

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

School/college studies

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

The teacher will speak first. Teacher examiner responses are given in bold.

- Was ist dein Lieblingsfach in der Schule ?
- **Say what your favourite subject in school is.¹**
- Wie oft hast du dieses Fach in der Woche?
- **Answer the question.²**
- Was für Hausaufgaben hast du letzte Woche gemacht ?
- **Say what homework you did last week.³**
- Ach so!
- **Ask your friend if he/she has lots of tests.⁴**
- Ja. Jeden Monat. Wie findest du Klassenarbeiten?
- **Say what you think of tests.⁵**

1. Mein Lieblingsfach in der Schule ist ***name of subject***

2. ***times*** pro Woche

3. Ich habe meine ***name of subject*** Hausaufgaben gemacht

4. Hast du viele Klassenarbeiten/Prüfungen?

5. Ich finde sie ***opinion***

ROLE PLAY
FOUNDATION SET 3

WALES AND THE WORLD

[15]

Travel and Transport

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

The teacher will speak first. Teacher examiner responses are given in bold.

- Wie fährst du gern in deine Stadt?
- **Say how you like to travel into town.¹**
- Und wie oft fährst du dahin?
- **Answer the question.²**
- Wann bist du zum letzten Mal in die Stadt gefahren?
- **Say when you last travelled into town.³**
- Und wie findest du Radfahren hier?
- **Say what you think of cycling here.⁴**
- Ach so – Aber ich fahre oft mit dem Bus.
- **Ask your friend how much a bus ticket costs.⁵**

1. Ich fahre gern mit dem Zug (or any other means of transport)

2. Ich fahre jede Woche (or any other time reference)

3. Ich bin Samstag in die Stadt gefahren (or any other day)

4. Ich finde Radfahren hier schlecht . (or other opinion)

5. Was kostet eine Busfahrkarte?

ROLE PLAY
FOUNDATION SET 4

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Post - 16 study

Setting: You are skyping your friend in Bonn and talk about plans for studying in September. Your teacher will play the part of your friend.

The teacher will speak first. Teacher examiner responses are given in bold.

- Was ist dein Lieblingsfach ?
- **Answer the question.¹**
- Welche Fächer hast du letztes Jahr gelernt?
- **Say what subjects you learnt last year.²**
- Und was sind deine Pläne für September?
- **Say what your study plans are for September.³**
- Warum machst du das?
- **Say why you want to do this.⁴**
- Aha interessant.
- **Ask your friend if he/she is staying in school in September.⁵**

1. Mein Lieblingsfach ist Sport. (or any other subject)

2. Ich habe Englisch Mathe und Deutsch gelernt. (or any other subjects)

3. Ich möchte Sport studieren. (or any other subject)

4. Weil ich sehr sportlich bin. (any reason)

5. Bleibst du im September in der Schule?

ROLE PLAY
FOUNDATION SET 5

IDENTITY AND CULTURE

[15]

Technology and social media

Setting: You are talking to your Swiss friend about technology and social media. Your teacher will play the part of your friend.

The teacher will speak first. Teacher examiner responses are given in bold.

- Was für Technologie benutzt du gern?
- **Say what sort of technology you like using.¹**
- Wie oft bist du am Computer?
- **Answer the question.²**
- Wie findest du soziale Netzwerke?
- **Say what you think of social media.³**
- Wann hast du zuletzt etwas im Internet gemacht?
- **Say when you last did something on the internet.⁴**
- Ach so.
- **Ask your friend if he/she has a favourite website.⁵**

1. Ich mag Handys (any technology)

2. Ich bin jeden Tag am Computer. (any time reference)

3. Ich finde sie interessant . (any opinion)

4. Ich habe gestern etwas im Internet gemacht. (any time reference)

5. Hast du eine Lieblingswebseite?

ROLE PLAY
FOUNDATION SET 6

IDENTITY AND CULTURE

[15]

Food and drink

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

The teacher will speak first. Teacher examiner responses are given in bold.

- Wie findest du das Essen hier in Österreich?
- **Answer the question.¹**
- Und was ist dein Lieblingsessen hier in Österreich?
- **Say what your favourite food in Austria is.²**
- Wann hast du das zuletzt gegessen?
- **Say when you last ate this.³**
- Wie oft gehst du ins Restaurant?
- **Say how often you go to a restaurant.⁴**
- Aha.
- **Ask your friend if restaurants are expensive in Austria.⁵**

1. Das Essen hier ist lecker. (any opinion)

2. Mein Lieblingsessen ist Apfelstrudel. (any suitable dish)

3. Ich habe es gestern gegessen. (any time reference)

4. Einmal im Monat. (any time reference)

5. Sind Restaurants hier/in Österreich teuer?

ROLE PLAY
FOUNDATION SET 7

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Skills and personal qualities

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

The teacher will speak first. Teacher examiner responses are given in bold.

- Was für Arbeit machst du gern?
- **Say what sort of work you like doing.¹**
- Welches Talent hast du?
- **Say what skills/talents you have.²**
- Welche Sprachen sprichst du?
- **Answer the question.³**
- Wann hast du zuletzt eine Fremdsprache gesprochen?
- **Say when you last spoke a foreign language.⁴**
- Aha toll!
- **Ask your friend what qualifications he/she has.⁵**

1. Ich arbeite gern mit Technologie. (any other area)

2. Ich bin sehr kreativ (any skill/talent)

3. Ich spreche Deutsch und Walisisich. (any language or any two languages?)

4. Ich habe gestern Deutsch gesprochen. (any time reference)

5. Welche Qualifikationen hast du?

ROLE PLAY
FOUNDATION SET 8

WALES AND THE WORLD

[15]

Holidays and tourism

Setting: You are at a guest house reception in Germany with a friend. Your teacher plays the part of the receptionist.

The teacher will speak first. Teacher examiner responses are in bold

- Guten Tag. Wie kann ich Ihnen helfen?
- **Say you need rooms for you and your friend.¹**
- Wie lange bleiben Sie?
- **Answer the question.²**
- Zimmer 211/212. Sonst noch Fragen?
- **Ask the receptionist about the times of meals.³**
- Sie sind flexibel. Wie sind Sie denn nach Deutschland gefahren?
- **Say how you travelled to Germany.⁴**
- Gut ,und wie finden Sie Deutschland?
- **Say what you think of Germany.⁵**

1. Haben Sie Zimmer frei? . Ich brauche 2 Zimmer

2. Wir bleiben 3 Tage. (any time reference)

3. Wann gibt es Frühstück? (any other meals)

4. Ich bin mit dem Flugzeug geflogen/gefahren. (any other means of transport)

5. Deutschland ist toll. (any opinion)

ROLE PLAY
FOUNDATION SET 9

WALES AND THE WORLD

[15]

Environment

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

The teacher will speak first. Teacher examiner responses are given in bold.

- Wie findest du das Thema Umwelt?
- **Say what you think about the topic of the environment.¹**
- Wie oft recycelst du ?
- **Answer the question.²**
- Was hast du letzte Woche für die Umwelt gemacht?
- **Say what you did last week for the environment.³**
- Was ist ein großes Umweltproblem in der Welt?
- **Say what is a big environmental problem in the world.⁴**
- Ach so .
- **Ask your friend what he/she does at home for the environment.⁵**

1. Ich finde das Thema interessant . (any opinion)

2. Ich recycle jede Woche. (any time reference)

3. Ich habe letzte Woche *any suitable activity* gemacht.

4. Ein grosses Problem ist Luftverschmutzung. (any other issue)

5. Was machst du zu Hause für die Umwelt?

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. 	0	<ul style="list-style-type: none"> Response not worthy of credit.

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 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"> 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 	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. 	0	<ul style="list-style-type: none"> Response not worthy of credit. 	0	<ul style="list-style-type: none"> Response not worthy of credit.