



GCSE MARKING SCHEME

SUMMER 2019

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

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 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 PLAY
HIGHER SET 1

IDENTITY AND CULTURE

[15]

Entertainment and leisure

Setting: You are talking to your German friend about TV and films. Your teacher will play the role of your German friend.

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

- Was hast du gestern im Fernsehen gesehen?
- **Say what you saw on TV yesterday.¹**
- Und wie oft gehst du ins Kino?
- **Answer the question.²**
- Welchen Film möchtest du gern sehen?
- **Say what film you would like to see.³**
- Ach so.
- **Ask your friend if he/she likes going to the cinema.⁴**
- Ja sehr gern. Wie findest du die Preise der Kinokarten bei euch?
- **Say what you think of the cinema ticket prices.⁵**

1. Ich habe gestern einen *Film* gesehen. (any programme)

2. *Einmal im Monat* (any time reference)

3. Ich möchte „(any name of film)“ sehen

4. Gehst du gern ins Kino? (any suitable question)

5. Die Preise bei uns sind *ziemlich billig*. (any opinion/comment)

ROLE PLAY

HIGHER SET 2

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

School and college studies

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

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

- Wie findest du Sprachen lernen?
- **Say what you think about learning languages.¹**
- Welche Pflichtfächer gibt es in deiner Schule?
- **Answer the question.²**
- Wann hast du zuletzt eine Deutschstunde gehabt?
- **Say when you last had a German lesson.³**
- Welches Fach würdest du gern lernen?
- **Say what subject you would like to learn.⁴**
- Ach so.
- **Ask your friend what he/she likes learning in school.⁵**

1. Ich finde Sprachen lernen interessant. (any opinion)

2. Die Pflichtfächer sind Englisch, Mathe und Religion. (any subjects)

3. Ich habe Deutsch am Montag gelernt. (any day)

4. Ich würde gern Theater lernen. (any subject)

5. Was lernst du gern in der Schule?

ROLE PLAY
HIGHER SET 3

WALES AND THE WORLD

[15]

Travel and transport

Setting: You are skyping your German friend and talk about travelling into town. Your teacher plays the part of your German friend

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

- Wie weit ist die nächste Großstadt von deinem Wohnort?
- **Say how far away the nearest big town is.¹**
- Wann bist du zuletzt in die Großstadt gefahren?
- **Say when you last went into the town.²**
- Ach so!
- **Ask your friend how often he/she goes into town.³**
- Nicht oft. Wie findest du die Transportmittel in deiner Gegend?
- **Answer the question.⁴**
- Und wie würdest du am liebsten in die Stadt fahren?
- **Say how you would prefer to travel into town.⁵**

1. Die Großstadt ist 20km von meinem Haus. (any distance)

2. Ich bin letzte Woche dahin gefahren. (any time reference)

3. Wie oft fährst du in die Stadt?

4. Die Transportmittel in meiner Gegend sind gut. (any opinion)

5. Ich würde am liebsten/lieber mit dem Zug fahren. (any transport)

ROLE PLAY

HIGHER SET 4

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Post-16 study

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

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

- Welche Fächer hast du dieses Jahr in der Schule gelernt ?
- **Say what subjects you have learnt this year in school.¹**
- Was wirst du dann im September lernen?
- **Say what you will learn in September.²**
- Warum möchtest du das machen?
- **Say why you would like to do this.³**
- Schön.
- **Ask your friend if he/she is staying in school.⁴**
- Ja, natürlich. Und du wie lange musst du noch lernen?
- **Answer the question.⁵**

1. Ich habe Englisch Mathe und Deutsch gelernt (any subjects)

2. Ich werde Sport lernen. (any subject)

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

4. Bleibst du in der Schule?

5. Ich muss noch 2 Jahre lernen. (any time reference)

ROLE PLAY
HIGHER SET 5

IDENTITY AND CULTURE

[15]

Technology and social media

Setting: You are chatting to your German friend about social media. Your teacher will play the part of your friend.

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

- Wie wichtig sind soziale Netzwerke für dich?
- **Say how important you find social media.¹**
- Wie oft bist du im Internet aktiv?
- **Answer the question.²**
- Welche Technologie hast du benutzt, um in soziale Netzwerke zu gehen?
- **Say what you used to view social media.³**
- Ach so.
- **Ask your friend if he/she likes social media.⁴**
- Ja manchmal. Wann wirst du wieder soziale Netzwerke besuchen?
- **Say when you will next use social media.⁵**

1. Ich finde sie sehr wichtig. (any qualifier)

2. Ich bin jeden Tag im Internet (any time reference)

3. Ich habe mein Handy benutzt. (any device)

4. Magst du soziale Netzwerke?

5. Ich werde morgen soziale Netzwerke besuchen. (any time reference)

ROLE PLAY
HIGHER SET 6

IDENTITY AND CULTURE

[15]

Food and drink

Setting: You are staying with an Austrian friend and are talking about restaurants and food. Your teacher plays the part of your Austrian friend's host parent.

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

- Wie oft gehst du ins Restaurant?
- **Say how often you go to a restaurant.¹**
- Und wann bist du zuletzt ins Restaurant gegangen?
- **Say when you last went to a restaurant.²**
- Wie findest du das Essen hier in Österreich?
- **Answer the question.³**
- Ach so!
- **Ask the parent what he/she likes to eat best.⁴**
- Ich esse alles gern. Was würdest du gern morgen Abend essen?
- **Say what you would like to have for dinner tomorrow.⁵**

1. Ich gehe einmal im Monat ins Restaurant. (any time)

2. Ich bin letzte Woche ins Restaurant gegangen. (any time)

3. Das Essen hier in Österreich ist lecker. (any opinion)

4. Was ist Ihr Lieblingsessen?/ Was essen Sie am liebsten?

5. Ich möchte morgen Wiener Schnitzel haben. (any suitable dish)

ROLE PLAY

HIGHER SET 7

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Employment

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

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

- Was für eine Person sind Sie ?
- **Say what sort of person you are.¹**
- Wann würden Sie gern arbeiten?
- **Say when you would like to work.²**
- Was für einen Teilzeitjob haben Sie schon gehabt?
- **Say what part time work you have done.³**
- Wie finden Sie es, einen Sommerjob in Deutschland zu haben?
- **Answer the question.⁴**
- Gut !
- **Ask the interviewer about the pay.⁵**

1. Ich bin hilfsbereit/humorvoll/intelligent. (any characteristics)

2. Ich würde gern *in August* arbeiten. (any relevant time)

3. Ich habe als Kellner/in gearbeitet. (any job)

4. Ich finde es sehr nützlich. (any opinion)

5. Wieviel Geld bekomme ich? (any relevant question)

ROLE PLAY
HIGHER SET 8

WALES AND THE WORLD

[15]

Holidays and tourism

Setting: You are talking with your friend in Stuttgart about holidays. Your teacher will play the part of your friend.

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

- Hallo, wohin bist du in den Ferien gefahren ?
- **Say where you went on holidays.¹**
- Und was kann man da als Tourist (in) machen ?
- **Say one thing you can do there as a tourist.²**
- Toll!
- **Ask your friend what sort of holidays he/she prefers.³**
- Winter. Ich kann Wintersport machen. Wie findest du Skifahren?
- **Answer the question.⁴**
- Aha, und wann wirst du wieder in Urlaub fahren?
- **Say when you will next go on holiday.⁵**

1. Ich bin nach *Italien* gefahren. (any destination)

2. Man kann Rom besuchen. (any activity)

3. Was für Urlaub hast du lieber? (any relevant question)

4. Ich finde Skifahren *aufregend*. (any opinion)

5. Ich werde *im August* wieder in Urlaub fahren. (any time reference)

ROLE PLAY
HIGHER 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 in bold

- Was sind heute die wichtigen Umweltprobleme in der Welt?
- **Say one important problem for the environment.¹**
- Was könntest du machen, um der Umwelt zu helfen?
- **Say what you could do to help the environment.²**
- Wie umweltfreundlich findest du deine Schule?
- **Answer the question.³**
- Wann hast du zuletzt ein umweltfreundliches Produkt gekauft?
- **Say when you last bought an environmentally friendly product.⁴**
- Toll.
- **Ask your friend what he/she must recycle at home.⁵**

1. Ein wichtiges Problem ist *Luftverschmutzung*. (any other problem)

2. Ich könnte *zu Fuss zur Schule gehen*. (any relevant activity)

3. Meine Schule ist *schlecht* beim Thema Umwelt. (any opinion)

4. Ich habe *gestern* etwas Umweltfreundliches gekauft. (any time reference)

5. Was muss man bei dir recyceln? (any relevant question)

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. 	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
HIGHER TIER
(30 marks in total)

Band	Marks	Communication and interaction *	Marks	Pronunciation and intonation	Marks	Linguistic knowledge and accuracy
5	13-15	<ul style="list-style-type: none"> Confidently initiates and leads the conversation. Conveys detailed and relevant information Consistently develops responses to questions in extended sequences of speech. Narrates events coherently when asked to do so. Consistently able to express and justify thoughts, points of view and exchange opinions in detail. Excellent interaction with natural responses and some fluency. 	5	<ul style="list-style-type: none"> Very good pronunciation and intonation. Consistently accurate with only minor inaccuracies. 	9-10	<ul style="list-style-type: none"> Excellent language with a wide variety of vocabulary and grammatical structures, including complex structures. High level of accuracy with only a few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.
4	10-12	<ul style="list-style-type: none"> Can initiate and lead most of the conversation. Conveys detailed and mainly relevant information in response to questions. Almost always conveys information clearly. Regularly develops responses to questions in extended sequences of speech. Usually narrates events when asked to do so. Able to express and justify thoughts, points of view and exchange opinions in some detail. Very good interaction to questions. Usually prompt responses 	4	<ul style="list-style-type: none"> Very good pronunciation and intonation with occasional inaccuracies. 	7-8	<ul style="list-style-type: none"> Very good language with some variety of vocabulary and grammatical structures. Very good level of accuracy with some minor errors. Other errors occur when attempting more complex structures or vocabulary. References to past, present and future events are mostly successful.
3	7-9	<ul style="list-style-type: none"> Can initiate the conversation may need occasional prompting. Conveys mainly relevant information with some detail in response to questions. Usually conveys information clearly. Conveys mainly relevant information with some detail in response to the questions. Develops some responses to questions in extended sequences of speech. Sometimes narrates events when asked to do so. Able to justify thoughts, points of view and exchange opinions. Good interaction. There may be some hesitations but the conversation has a reasonable pace. 	3	<ul style="list-style-type: none"> Generally good pronunciation and intonation. 	5-6	<ul style="list-style-type: none"> Good language with some variety of vocabulary and grammatical structures, including some complex structures. A good level of accuracy. There may be minor errors and occasionally more serious ones. Attempts made at more complex structures are sometimes successful. References to past, present and future events are made and are sometimes successful
2	4-6	<ul style="list-style-type: none"> Can initiate the conversation but needs support to extend responses. Conveys mainly relevant and mainly clear information. Occasional extended responses to questions. Occasionally narrates events briefly when asked to do so. Able to express thoughts, points of view and exchange opinions with some justification. Generally good interaction with some spontaneity. Sometimes hesitates and may not be able to respond to some questions 	2	<ul style="list-style-type: none"> Generally good pronunciation and intonation but with some inconsistency. 	3-4	<ul style="list-style-type: none"> Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures. Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.
1	1-3	<ul style="list-style-type: none"> Attempts to initiate the conversation. Needs support to both structure and extend the conversation Conveys some relevant information in response to questions. Responses may be occasionally unclear. Occasionally attempts longer responses to questions. Has limited success in narrating events. Able to express thoughts, some points of view and exchange some opinions with simple justification. Reasonable interaction with a little spontaneity. The conversation often has hesitations, and delivery can be quite slow at times. 	1	<ul style="list-style-type: none"> Pronunciation and intonation is more accurate than inaccurate. 	1-2	<ul style="list-style-type: none"> Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
0	0	<ul style="list-style-type: none"> Response not worthy of credit. 	0	<ul style="list-style-type: none"> Response not worthy of credit. 	0	<ul style="list-style-type: none"> Response not worthy of credit.