
GCSE German 2016: Exemplars for Paper 4 Higher Tier

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Introduction

- The purpose of this pack is to provide teachers and students with some examples of responses to GCSE German.
- The sample assessment materials which these responses are based on can be found on the Pearson website.
- In this pack, you will find a small sample of responses, an examiner commentary and the mark scheme for each question.
- The responses are all from students and we have retained their original responses where possible.
- We will add to these exemplar packs throughout the year.
- If you have any enquiries regarding these materials or have any other questions about the course, please contact our subject advisor team on TeachingLanguages@pearson.com.

Question 1(a) and 1(b)

Question 1 – Question and mark scheme

Choose either Question 1(a) or Question 1(b).

Ein Ausflug

- 1 (a) Deine Freundin Lisa möchte wissen, wie dein letzter Ausflug war.

Schreibe eine Antwort an Lisa.

Du **musst** diese Punkte einschließen:

- was du gemacht hast
- wie du den Ausflug gefunden hast und warum
- warum Ausflüge wichtig sind oder nicht
- Pläne für den nächsten Ausflug.

Schreibe ungefähr 80–90 Wörter **auf Deutsch**.

(20)

Schule

- (b) Dein Freund Mustafa schickt dir Fragen über dein Schuljahr.

Schreibe eine Antwort an Mustafa.

Du **musst** diese Punkte einschließen:

- seit wann du deine Schule besuchst
- wie du dieses Schuljahr gefunden hast und warum
- deine Pläne für das nächste Schuljahr
- warum Mustafa deine Schule besuchen muss oder nicht.

Schreibe ungefähr 80–90 Wörter **auf Deutsch**.

(20)

Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see **Additional guidance** below).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> • Communicates brief information relevant to the task with little development • Uses straightforward language to narrate, inform and interest; straightforward personal opinions are given with limited justification • Expresses straightforward thoughts and ideas; uses common, familiar language with repetition • Variable use of appropriate register and style
4–6	<ul style="list-style-type: none"> • Communicates information relevant to the task, with development of the occasional key point and idea • Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful • Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language • Appropriate use of register and style is evident but with inconsistencies

Mark	Descriptor
7–9	<ul style="list-style-type: none"> Communicates information relevant to the task, with development of some key points and ideas Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language Appropriate use of register and style is evident but with occasional inconsistency
10–12	<ul style="list-style-type: none"> Communicates information relevant to the task with some expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout, with minimal inconsistency

Additional guidance

Creative language use: examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: Informal register and style - examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none"> • Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none"> • Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	<ul style="list-style-type: none"> • Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Candidate A – question 1(a):

- 1 (a) Deine Freundin Lisa möchte wissen, wie dein letzter Ausflug war.

Schreibe eine Antwort an Lisa.

Du **musst** diese Punkte einschließen:

- was du gemacht hast
- wie du den Ausflug gefunden hast und warum
- warum Ausflüge wichtig sind oder nicht
- Pläne für den nächsten Ausflug.

Schreibe ungefähr 80–90 Wörter **auf Deutsch**.

(20)

Ich bin, mit meiner Familie, nach ^{Nord} Deutschland
 gegangen. Am Montag morgen ~~ist~~ sind wir
 ins Kino gegangen! Es war mega spannend, aber
 meine ~~ist~~ Schwester war schlecht gelaunt!
 Manchmal sie ist gut gelaunt, aber sie
~~geht~~ geht gern nicht ins Kino. ~~Am Montag~~
 Es war echt wichtig weil es ~~in~~ mal
 zusammen ist! Am Montag bin ich mit meiner
 Mutter im einem schöne, kleine Café gegangen
 Ich habe eine lecker Pizza gegessen und
 Ich habe eine Limonade getrunken. Meiner
 Mutter hat eine Champignon Suppe gegessen
 und sie hat eine Mineral wasser getrunken.
 Ein vorteil ist das die Stadt war extrem
~~ist~~ schön! ~~Das~~ Am Montag Abend sind wir
 Fußball gespielt! In meinen Augen ~~das war~~ war
 das echt spannend! Aber meine Mutter geht

gem nicht Fußball! Sie war ~~super~~ nicht
 glücklich! Viele Leute sagen das Fußball
~~ist~~ ist super schlecht aber ich denke das
 Fußball ist unheimlich toll, weil es
 echt interessant ~~ist~~. Den Ausflug war mega
 wichtig weil wir mal zusammen hat!
 Und gab es viele Laden! Es wäre schön
 wenn, wir sind mehr in die Stadt
 gelaufen! ~~Nachdem~~ Wenn ich mehr geld
 hätte würde ich nach Süd Deutschland
~~gehen~~ ~~gegangen~~! Aber nächste mal, ~~ich~~ ~~Bis~~
 werde ich mit meinen Freunden nach Süd
 Deutschland ~~gehen~~ fahren! ~~da~~ es konnte
 denn ich konnte mehr spass haben!

Examiner comment:

The candidate displays good communication throughout. Ideas are developed well. The third bullet point is alluded to indirectly but is unclear. The candidate has written more than the recommended word count. This is provided as a guide only so the candidate has not been penalised.

Grid 1 (communication and content): 7 marks

Mark	Descriptor
7-9	<ul style="list-style-type: none"> Communicates information relevant to the task, with development of some key points and ideas Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language Appropriate use of register and style is evident but with occasional inconsistency

Grid 2 (linguistic knowledge and accuracy): 5 marks

5–6	<ul style="list-style-type: none">• Different examples of straightforward grammatical structures are evident• Produces some extended sentences that are linked with familiar, straightforward conjunctions• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
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Candidate B – Question 1(b)

Schule

(b) Dein Freund Mustafa schickt dir Fragen über dein Schuljahr.

Schreibe eine Antwort an Mustafa.

Du **musst** diese Punkte einschließen:

- seit wann du deine Schule besuchst
- wie du dieses Schuljahr gefunden hast und warum
- deine Pläne für das nächste Schuljahr
- warum Mustafa deine Schule besuchen muss oder nicht.

Schreibe ungefähr 80–90 Wörter **auf Deutsch**.

(20)

^{besuche}
Ich ~~gehe~~ zu ein Mädchen Gymnasium,
das heißt: Ich besuche seit fünf
Jahren meine Schule und während meine
Zeit, habe ich viel gelernt.

Ich fand dieses Schuljahr super, weil
es viele Schulfeste ~~gab~~ ^{gab}
~~Ich~~ ~~jetzt~~ ~~erst~~ ~~besten~~, zum Beispiel sind wir
nach Deutschland gegangen um unsere
Deutschkenntnis zu verbessern. Außerdem ^{hat} dieses
~~Beste~~ Schuljahr ~~ist~~ Spaß gemacht, da ich
viele neue Freunde kennengelernt habe.

~~Mein~~ ~~bestes~~ ~~Ergebnis~~ ~~für~~
mich ist es wichtig, gute Noten in meine
GCSEs ^{Prüfungen} zu bekommen, damit ich an der
Oberschule meine Schule bleiben kann.

Nächstes Jahr werde ich in der Oberschule sein,
daher ~~werde~~ ^{werde} ich viele Hausaufgaben machen.
~~(Aber)~~ Ich habe ~~ich~~ ^{auch} meine Fremdsprachen
zu verbessern, da ich im Ausland studieren
möchte.

~~Ich denke, dass~~ Ich denke, dass
 du unsere Schule besuchen muss, weil
 es etwas anders wäre. ~~Meine Meinung~~
~~Meine Meinung~~ Meine Meinung muss nicht sein
 du es toll findest, da alle Studentin
 ziemlich gut Deutsch sprechen kann; ~~aus diesen~~
~~Aus diesen~~ Aus diesen
 Gründen ~~können~~ ~~verstehen~~ die Studentin dich
 verstehen.

Examiner comment:

The candidate communicates information relevant to the task and although there are some minor errors, the language is fluent and accurate. The candidate has written more than the recommended word count. This is provided as a guide only so the candidate has not been penalised.

Grid 1 (communication and content): 12 marks

10-12	<ul style="list-style-type: none"> Communicates information relevant to the task with some expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout, with minimal inconsistency
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Grid 2 (linguistic knowledge and accuracy): 8 marks

7-8	<ul style="list-style-type: none"> Some variation of grammatical structures, occasional complex structure Produces frequently extended sentences, well linked together Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication
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Question 2(a) and 2(b)

Question 2 – Question and mark scheme

Choose either Question 2(a) or Question 2(b).

Internationale Sport Events

- 2 (a) Sie haben ein internationales Sport Event gesehen.

Schreiben Sie einen Zeitungsartikel, der den Leser interessieren wird.

Sie **müssen** diese Punkte einschließen:

- wie Sie es gefunden haben and warum
- warum Jugendliche internationale Sport Events interessant finden
- die Vorteile von verschiedenen Sportarten
- wie man das Interesse von Jugendlichen an Sport wecken könnte.

Rechtfertigen Sie Ihre Ideen und Meinungen.

Schreiben Sie ungefähr 130–150 Wörter **auf Deutsch**.

(28)

Eine internationale Organisation für Kinder

- (b) Sie sammeln Geld für eine internationale Organisation für Kinder.

Schreiben Sie einen offiziellen Brief an den Direktor Ihrer deutschen Austauschschule, damit die Schule diese Organisation unterstützt.

Sie **müssen** diese Punkte einschließen:

- Details von der Organisation
- warum man dieser Organisation helfen sollte
- was Sie schon für die Organisation gemacht haben
- wie die deutschen Schüler helfen könnten.

Rechtfertigen Sie Ihre Ideen und Meinungen.

Schreiben Sie ungefähr 130–150 Wörter **auf Deutsch**.

(28)

Sehr geehrter Herr Schneider,

Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all 4 bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see **Additional guidance** below).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"> • Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas • Some effective adaptation of language to narrate, inform, interest/convince • Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language • Appropriate use of register and style with the occasional inconsistency
5–8	<ul style="list-style-type: none"> • Communicates some detailed information relevant to the task, frequently effective development of key points and ideas • Frequently effective adaptation of language to narrate, inform, interest/convince • Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language • Appropriate use of register and style with few inconsistencies
9–12	<ul style="list-style-type: none"> • Communicates detailed information relevant to the task, with mostly effective development of key points and ideas • Mostly effective adaptation of language, to narrate, inform, interest/convince • Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language • Predominantly appropriate use of register and style

Mark	Descriptor
13–16	<ul style="list-style-type: none"> Communicates detailed information relevant to the task, with consistently effective development of key points and ideas Consistently effective adaptation of language to narrate, inform, interest/convince Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language Consistent use of appropriate register and style throughout

Additional guidance

Creative use of language: examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Adaptation of language to narrate, inform, interest/convince: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

Register and style definition: Formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> • Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language • Occasional sequences of fluent writing, occasionally extended, well-linked sentences • Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication
4–6	<ul style="list-style-type: none"> • Some variation of grammatical structures, including some repetitive instances of complex language • Prolonged sequences of fluent writing, some extended, well-linked sentences • Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication
7–9	<ul style="list-style-type: none"> • Uses a variety of grammatical structures including some different examples of complex language • Predominantly fluent response; frequent extended sentences, mostly well linked • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication
10–12	<ul style="list-style-type: none"> • Uses a wide variety of grammatical structures, including complex language • Fluent response throughout with extended, well-linked sentences • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors which force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Candidate A – question 2(a):

2 (a) Sie haben ein internationales Sport Event gesehen.

Schreiben Sie einen Zeitungsartikel, der den Leser interessieren wird.

Sie **müssen** diese Punkte einschließen:

- wie Sie es gefunden haben and warum
- warum Jugendliche internationale Sport Events interessant finden
- die Vorteile von verschiedenen Sportarten
- wie man das Interesse von Jugendlichen an Sport wecken könnte.

Rechtfertigen Sie Ihre Ideen und Meinungen.

Schreiben Sie ungefähr 130–150 Wörter **auf Deutsch**.

(28)

Ich bin mit meiner Freunde nach London ~~gegangen~~ gegangen, um Fußballmeisterschaft zu sehen! Es war extrem teuer! ~~und~~ Ein vorteil ist das Touristen (in London die Fußballmeisterschaft) bringen Kulturen und Sprachen zusammen! ~~Den ~~Preis~~, ~~Touristen~~ &~~ Das beste daran ist das Touristen viel Geld in ~~London~~ bringen die Gastgeberstadt bringen! Die Fußballmeisterschaft war echt spannend spannend und unheimlich toll! In meinen Augen Fußball ist der beste Sport aber meine Freunde Freunde sagt es ist nicht! Sie sagt ist es ~~ist~~ nicht interessant ~~oder~~ oder spannend! In ihre Augen, ~~es ist~~ das

Meiner Meinung ist das der Preis für T-Shirts kostet zu viele!

Ich sehe gern Rugby aber ich sehe lieber Fußball! Das schlechteste daran ist der Unfälle! Ich finde das mega blöd!

Die Fußballmeisterschaft hatte eine Kapazität von 40,000!

Fußball ist eine gute ~~Idee~~ ^{Idee} für Kinder denn es ist mega interessant.

Ich spiele gern Fußball um ~~fit zu~~ gesund zu sein.

Examiner comment:

The candidate starts the response well and the first two bullet points are covered. However, the candidate has not addressed the third and fourth bullet points.

Grid 1 (communication and content): 9 marks

9-12	<ul style="list-style-type: none"> Communicates detailed information relevant to the task, with mostly effective development of key points and ideas Mostly effective adaptation of language, to narrate, inform, interest/convince Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language Predominantly appropriate use of register and style
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Grid 2 (linguistic knowledge and accuracy): 7 marks

7–9	<ul style="list-style-type: none">• Uses a variety of grammatical structures including some different examples of complex language• Predominantly fluent response; frequent extended sentences, mostly well linked• Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication
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Candidate B – question 2(b):

Eine internationale Organisation für Kinder

(b) Sie sammeln Geld für eine internationale Organisation für Kinder.

Schreiben Sie einen offiziellen Brief an den Direktor Ihrer deutschen Austauschschule, damit die Schule diese Organisation unterstützt.

Sie **müssen** diese Punkte einschließen:

- Details von der Organisation
- warum man dieser Organisation helfen sollte
- was Sie schon für die Organisation gemacht haben
- wie die deutschen Schüler helfen könnten.

Rechtfertigen Sie Ihre Ideen und Meinungen.

Schreiben Sie ungefähr 130–150 Wörter **auf Deutsch**.

Wir
du
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9 | 130.0

(28)

Sehr geehrter Herr Schneider,

Ich arbeite für eine ~~kleine~~ ^{fantastische} internationale Organisation für Kinder, die „Careforkids“ heißt. Es ist eine ~~kleine~~ ^{wunderbar} Organisation und wir meinen, dass ~~man~~ alle Kinder Warme und Essen haben sollten. Wir arbeiten ~~in~~ jeden Tag um Kinder saubere Warmen und warmes Essen zugehen, da ~~es~~ ^{sie} sehr wenig für die Gesundheit sind.

Man diese Organisation helfen sollte, weil Kinder klein sind und sie brauchen andere Leute zu helfen. ~~Alle~~ ^{Alle} Leute ~~man~~ wollen leckere Essen essen, aber viele Leute kein Essen haben. Ist es gut, dass man auf Deutschland dreimal pro Tag Essen kann ~~aber man kann es nicht bekommen~~ ^{man kann es bekommen}.

man hat nie ~~100000~~ ^{aber} man hat manchmal
~~schon~~ in Afrika keine Essen? Wollten ihr
arbeiten, weil ihr Hunger habt? ~~Wollten~~

Außerdem haben wir schon viele Arbeit gemacht, um die ~~Probleme~~^{Leute} zu helfen. Zum Beispiel bei ihr letztes Jahr ~~waren Afrika gegangen~~^{20 Tausend} mit Waren flachen nach Afrika gegangen, und wir fanden es fantastisch, ~~ich habe zwei~~^{ich habe zwei} ~~Monat~~^{Monat} ~~heute~~ in Afrika verbracht, da Afrika sehr weit ist. Die junge Leute waren oft sehr müde, da sie viele Hausarbeit machen müssen. Aus diesem Grund habe ich die Kinder geholt, zum Beispiel habe ich abgewandert.

Jedoch ~~kan~~ ^{kan} die Studentin von
~~Wiederholungsleistungen~~ ^{Wiederholungsleistungen} ihrer
 Schüler helfen. ~~Wiederholungsleistungen~~ ^{Wiederholungsleistungen}
~~lassen~~ ^D ihre Schule ^{können} keine Essen sammeln,
 damit wenn ich zurück nach Afrika gehen,
 kann ich die Leute keine Essen geben.
 Ich weiß nicht, ob ~~ich~~ ^{ich} dieses ~~idee~~ ^{idee} machen
 können, aber es wäre super wenn alle Studentin
 Geschäfte ^{in der} für die ~~kanne~~ ^{kanne} kaufen ^{würden} ~~können~~,
 zum Beispiel Papier, Kugelschreiber, Spielen usw.
~~bestenfalls~~

Danke schön für Ihr Zeit,

Alle Leute von „Cave for kids“

Examiner comment:

The candidate's answer is well-linked and generally clear throughout with just a few odd comments here and there.

Grid 1 (communication and content): 14 marks

Mark	Descriptor
13–16	<ul style="list-style-type: none">Communicates detailed information relevant to the task, with consistently effective development of key points and ideasConsistently effective adaptation of language to narrate, inform, interest/convinceCreative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon languageConsistent use of appropriate register and style throughout

Grid 2 (linguistic knowledge and accuracy): 10 marks

10–12	<ul style="list-style-type: none">Uses a wide variety of grammatical structures, including complex languageFluent response throughout with extended, well-linked sentencesConsistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication
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Question 3

Question 3 – Question and mark scheme

Urlaub

3 Übersetze ins Deutsche.

Last year I flew to Austria to visit my friend in Salzburg. When I was there, I met a lot of friendly people. I will go there next year but I do not want to stay with my friend. I would rather book a hotel so that I can have more freedom.

Question 3 – Higher tier (12 marks)

Translation mark grid and example response

The Translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed
4–6	<ul style="list-style-type: none"> The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed
7–8	<ul style="list-style-type: none"> The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
9–12	<ul style="list-style-type: none"> The meaning of the passage is fully communicated Consistently accurate language and structures, any errors do not hinder clarity

Question number	Example response
3	Letztes Jahr bin ich nach Österreich geflogen, um meinen Freund in Salzburg zu besuchen. Als ich dort war, habe ich viele freundliche Leute getroffen. Ich werde nächstes Jahr dorthin fliegen, aber ich will nicht bei meinem Freund bleiben. Ich würde lieber ein Hotel buchen, um mehr Freiheit zu haben.

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that ***hinder clarity***:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that ***prevent meaning being conveyed***:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Candidate A:

3 Übersetze ins Deutsche.

Last year I flew to Austria to visit my friend in Salzburg. When I was there, I met a lot of friendly people. I will go there next year but I do not want to stay with my friend. I would rather book a hotel so that I can have more freedom.

Letzes Jahr bin ich nach Austria geflogen
um ~~meine~~ meine Freunde zu besuchen. in
Salzburg. ~~Wenn~~ Wenn ich war in Salzburg,
Ich habe viele freundlich Stunden. ~~geste~~
~~Ich werde nächste Jahr Ich werde nächste~~
~~Jahr aber ich bleibe nicht mit~~
~~meiner Freunde! will nicht bleibe~~
~~mit~~ Ich werde nächste Jahre Jahr
Salzburg, aber Ich will nicht mit meiner
Freunde bleiben! Ich werde eine Hotel
bleiben um mehr Frei zu haben.

Examiner comment:

The candidate partially communicates the meaning of the passage but some phrases are incorrectly translated. Grammatical errors sometimes prevent the meaning being conveyed.

5 marks

4-6	<ul style="list-style-type: none"> The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed
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Candidate B:

3 Übersetze ins Deutsche.

Last year I flew to Austria to visit my friend in Salzburg. When I was there, I met a lot of friendly people. I will go there next year but I do not want to stay with my friend. I would rather book a hotel so that I can have more freedom.

Letztes Jahr bin ich nach Austria geflogen,
zu meiner Freundin in Salzburg besuchen.
Während ich dort war,
habe ich viele freundliche Leute getroffen.
Ich werde ^{nächstes Jahr} dort gehen, aber ich will nicht
mit meiner Freundin bleiben. Ich würde
lieber ein Hotel buchen, damit ich mehr
Freiheit haben kann.

Examiner comment:

The candidate mostly communicates the meaning of the passage. The translation is mostly accurate, but 'Austria' and 'freedom' are mistranslated and there are some structures which cause difficulty.

7 marks

7-8	<ul style="list-style-type: none"> The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
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Candidate C:

3 Übersetze ins Deutsche.

Last year I flew to Austria to visit my friend in Salzburg. When I was there, I met a lot of friendly people. I will go there next year but I do not want to stay with my friend. I would rather book a hotel so that I can have more freedom.

Letztes Jahr bin ich nach Österreich geflogen,
um meine Freundin in Salzburg zu besuchen.
Als ich dort war, habe ich viele ~~Freundliche~~
freundliche Leute kennengelernt. Ich werde
nächstes Jahr dort gehen, aber ich ~~ich~~ will nicht
bei meiner Freundin bleiben. Ich würde lieber
ein Hotel buchen, damit ich mehr Freiheit haben
kann.

Examiner comment:

The meaning of the passage is fully communicated with consistently accurate language and structures.

12 marks

9-12	<ul style="list-style-type: none"> The meaning of the passage is fully communicated Consistently accurate language and structures, any errors do not hinder clarity
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