



**2014 German**

**Intermediate 1 Reading**

**Finalised Marking Instructions**

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## **Part One: General Marking Principles for German Intermediate 1 - Reading**

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

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- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### **GENERAL MARKING ADVICE: German Intermediate 1 - Reading**

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

**Part Two: Marking Instructions for each Question**

Question	Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.	<p>Caren's favourite place in winter is <b><u>(her) bed.</u></b>            In the spring and summer they use their balcony as <b><u>(an) office,</u></b>            as a café or as a <b><u>dining room/area.</u></b>            She likes to go out on the balcony with a glass of lemonade <b><u>after (doing)</u></b>  <b><u>sport/after she has done sport/after the sports.</u></b>            You can also <b><u>(have/eat) breakfast</u></b> there.</p>	5	after watching sport	

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2.	(a)	<ul style="list-style-type: none"> <li>• Small/little animals/ones</li> </ul>	1		
2.	(b)	<ul style="list-style-type: none"> <li>• 7/Every day</li> </ul>	1		
2.	(c)	<ul style="list-style-type: none"> <li>• 18.00/6.00 pm</li> </ul>	1		
2.	(d)	<ul style="list-style-type: none"> <li>• Adults/Grown-ups</li> <li>• Free/Nothing/0</li> </ul>	2		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3.	(a)	<ul style="list-style-type: none"> <li>(To earn) money/for extra money/for more money</li> <li>(To have) fun</li> </ul>	2	To have fun with her money  To enjoy it/to get experience	
3.	(b)	<ul style="list-style-type: none"> <li>Fruit and vegetable (shop/store)/greengrocer's</li> </ul>			Vegetable shop
3.	(c)	<ul style="list-style-type: none"> <li>Alicia and Fabienne are finding a holiday job useful, because it is <b>(good) <u>experience</u></b> for life.</li> </ul>	1	work experience	It is good for life
3.	(d)	<ul style="list-style-type: none"> <li>Go on holiday/(take a) (two week) holiday/take two weeks off</li> </ul>	1	travel	Get time off work
3.	(e)	<ul style="list-style-type: none"> <li>In a brewery</li> </ul>	1		
3.	(f)	<ul style="list-style-type: none"> <li>His dad/father (got him it/found him the job)</li> </ul>	1	His dad works there His dad had a job for him It's his dad's business	
3.	(g)	<ul style="list-style-type: none"> <li>In the town/city centre</li> </ul>	1		In town/city
3.	(h)	<ul style="list-style-type: none"> <li>2 years ago</li> </ul>	1	16 June	

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3.	(i)	<ul style="list-style-type: none"> <li><u>Every/Each/In (the)</u> summer from April to September/between April and September</li> </ul>	1	All summer	April to September Summer – April to September

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(a)	<ul style="list-style-type: none"> <li>Magdalena's/Her big(ger)/older sister</li> </ul>	1		
4.	(b)	<ul style="list-style-type: none"> <li>(In the) library</li> </ul>	1	biotech	
4.	(c)	<ul style="list-style-type: none"> <li>(In the) south-east</li> </ul>	1		south
4.	(d)	<ul style="list-style-type: none"> <li><b><u>Near (to)/Close to</u></b> Frankfurt</li> </ul>	1	In Frankfurt	Frankfurt
4.	(e)	<ul style="list-style-type: none"> <li>She <b><u>plays</u></b> the violin</li> <li>She meets (up with)/sees/hangs out with/goes out with (her) friends</li> <li>She listens to music</li> </ul>	3	She goes to friends  She listens to music with her friends	
4.	(f)	<ul style="list-style-type: none"> <li>(It is) <b><u>very/really</u></b> big</li> </ul>	1		
4.	(g)	<ul style="list-style-type: none"> <li>English <b><u>and</u></b> French</li> </ul>	1	France and English	
4.	(h)	<ul style="list-style-type: none"> <li>Not <b><u>so</u></b> good</li> <li>She has/They have a bad teacher/bad teachers/Teacher(s) bad</li> </ul>	2	Not too good She is not so good at them  Teacher is horrible	

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.	(i)	<ul style="list-style-type: none"> <li>• Austria</li> </ul>		Australia	
4.	(j)	<ul style="list-style-type: none"> <li>• Walking/Hiking/Going on walks</li> </ul>		Mountain climbing	
4.	(k)	<ul style="list-style-type: none"> <li>• It was in the <b>German</b> Alps</li> <li>• It was adventurous/The activities were adventurous</li> <li>• It was dangerous/The activities were dangerous</li> <li>• It was great/very fun</li> </ul> <p style="text-align: right;"><b>(Any 1 from 4)</b></p>	1	Dutch Alps	
4.	(l)	<ul style="list-style-type: none"> <li>• Go to a country that is not in Europe/Go (abroad) outside of Europe/Visit a non-European country</li> </ul>	1	Go to another country in Europe	Go abroad Travel the world

**Total 35 marks**

[END OF MARKING INSTRUCTIONS]





**2014 German**

**Intermediate 1 Listening**

**Finalised Marking Instructions**

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## **Part One: General Marking Principles for German Intermediate 1 - Listening**

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### **GENERAL MARKING ADVICE: German Intermediate 1 - Listening**

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

**Part Two: Marking Instructions for each Question**

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient								
1	(a)	<ul style="list-style-type: none"> <li>11.14</li> </ul>	1										
1.	(b)	<ul style="list-style-type: none"> <li>7</li> </ul>	1										
2		<table border="1"> <tr> <td>The train arrives in Potsdam at 10:20.</td> <td></td> </tr> <tr> <td>The train arrives in Berlin at 20:10.</td> <td>✓</td> </tr> <tr> <td>There is a restaurant coach.</td> <td>✓</td> </tr> <tr> <td>There is no restaurant coach.</td> <td></td> </tr> </table>	The train arrives in Potsdam at 10:20.		The train arrives in Berlin at 20:10.	✓	There is a restaurant coach.	✓	There is no restaurant coach.		2		
The train arrives in Potsdam at 10:20.													
The train arrives in Berlin at 20:10.	✓												
There is a restaurant coach.	✓												
There is no restaurant coach.													
3		<table border="1"> <tr> <td>Where are you going?</td> <td></td> </tr> <tr> <td>Where do you come from?</td> <td>✓</td> </tr> <tr> <td>How long are you staying in Germany?</td> <td>✓</td> </tr> <tr> <td>How long have you been in Germany?</td> <td></td> </tr> </table>	Where are you going?		Where do you come from?	✓	How long are you staying in Germany?	✓	How long have you been in Germany?		2		
Where are you going?													
Where do you come from?	✓												
How long are you staying in Germany?	✓												
How long have you been in Germany?													
4	(a)	<ul style="list-style-type: none"> <li>Visit the zoo</li> </ul>	1										
4.	(b)	<ul style="list-style-type: none"> <li>Have fun/Enjoy (yourself in) Berlin/Enjoy your time in Berlin/Have a good/nice time in Berlin</li> </ul>	1	Good luck! Have a good holiday/day									
5	(a)	<ul style="list-style-type: none"> <li>A <b>gold(en)</b> earring</li> </ul>	1										

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
5.	(b)	<ul style="list-style-type: none"> <li>• She got it for her birthday/It was a birthday present/gift</li> <li>• She got it from her mother/Mother gave it to her/Present from mother</li> </ul> <p style="text-align: right;"><b>(Any 1 from 2)</b></p>	<b>1</b>	<p>It was for her mother's birthday</p> <p>She got it from mother and grandpa</p>	It is from her mother

Question	Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient								
6.	<ul style="list-style-type: none"> <li>• She studies Physics</li> <li>• She is a student <b><u>in Bonn</u></b></li> <li>• She comes/is from Berlin/Her parents live in Berlin</li> <li>• She is on holiday now</li> <li>• She is going to visit her parents</li> </ul> <p style="text-align: right;">(Any 2 from 5)</p>	2	<p>She has come from Berlin She lives in Berlin</p>	<p>She goes to university Her parents are in Berlin</p>								
7.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">He is the one on the left.</td> <td style="width: 20%;"></td> </tr> <tr> <td>He is wearing glasses.</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>He has short brown hair.</td> <td></td> </tr> <tr> <td>He is away on holiday just now.</td> <td style="text-align: center;">✓</td> </tr> </table>	He is the one on the left.		He is wearing glasses.	✓	He has short brown hair.		He is away on holiday just now.	✓	2		
He is the one on the left.												
He is wearing glasses.	✓											
He has short brown hair.												
He is away on holiday just now.	✓											
8.	<ul style="list-style-type: none"> <li>• She works on Saturdays in a <b><u>baker's/bakery.</u></b></li> <li>• Her colleagues are <b><u>friendly/helpful.</u></b></li> </ul>	2	<p>book shop Her colleagues are her (close) friends Her friends are great</p>	<p>in a shop</p>								
9.	<ul style="list-style-type: none"> <li>• It is her favourite group</li> <li>• She is going to <b><u>their</u></b> concert tomorrow (evening).</li> </ul>	2										

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
10.	(a)	<ul style="list-style-type: none"> <li>0.99 €/99 cents</li> </ul>	1		
10.	(b)	<ul style="list-style-type: none"> <li>12 songs for 10 €/buy 12 for 10 €</li> </ul>	1		

**Total 20 marks**

[END OF MARKING INSTRUCTIONS]



**2014 German**

**Intermediate 1 Writing**

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### GENERAL MARKING ADVICE: German Intermediate 1 – Writing

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Task: Form completion (simple personal profile). Candidates are required to write 3 sentences under each of 4 headings.

Assessment Process:	1	Assess the overall quality of the response and allocate it to a category/mark, with reference to the extended Criteria for Marking overleaf.
	2	Check that 3 sentences have been written under each heading.
	3	Deduct 2 marks (ie single marks, not pegged ones) for each incomplete section, up to a maximum of 2 incomplete sections. If 3 or 4 sections are incomplete, the mark must be 0.



Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	15	<ul style="list-style-type: none"> <li>All four areas are covered fully, in a balanced way, perhaps including some complex sentences.</li> <li>A range of verbs/verb forms is used (probably at least nine).</li> <li>In some cases, the candidate has greatly exceeded the requirements of the task.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate handles all aspects of grammar and spelling accurately, although the language may contain one or two minor errors.</li> <li>Where the candidate attempts to use language more appropriate to Intermediate 2, a slightly higher number of inaccuracies need not detract from the overall very good impression.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate is comfortable with the first and third person of the verb and generally uses a different verb or verb form in each sentence.</li> <li>Some modal verbs and infinitives may be used.</li> <li>There is good use of adjectives, adverbs and prepositional phrases and, where appropriate, word order.</li> <li>The candidate may use co-ordinating conjunctions and/or subordinate clauses.</li> <li>The language flows well.</li> </ul>
Good	12	<ul style="list-style-type: none"> <li>All four tasks are addressed, perhaps mainly using simple sentences.</li> <li>In some cases, the candidate addresses three of the four areas more fully, perhaps using a few complex sentences.</li> <li>The candidate uses a reasonable range of verbs/verb forms (at least six).</li> <li>There is perhaps some repetition of verbs, especially in areas 1 and 4.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate handles verbs accurately but simply.</li> <li>There are some errors in spelling, adjective endings and, where relevant, case endings.</li> <li>Use of accents is less secure.</li> <li>Where the candidate is attempting to use more complex vocabulary and structures, these are unsuccessful, although basic structures are used accurately.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate keeps to more basic vocabulary and structures eg I live in x. X is a nice town. It has a church and a library.</li> <li>Within the areas of Family and Leisure Time, there may be a tendency to use the same verb on two or three occasions.</li> <li>Where relevant, word order is simple.</li> <li>There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	9	<ul style="list-style-type: none"> <li>• The candidate uses only simple, basic sentences, eg <i>My mother is called</i> *. <i>My father is called</i> *. <i>I have a sister. She is</i> * <i>years old.</i></li> <li>• The language is fairly repetitive and uses a limited number of verbs and fixed phrases, eg <i>I like; There is.</i></li> </ul>	<ul style="list-style-type: none"> <li>• The verbs are generally correct, but basic.</li> <li>• There are quite a few errors in other parts of speech – gender of nouns, cases, singular/plural confusion.</li> <li>• Prepositions may be missing eg <i>I go swimming-pool.</i></li> <li>• While the language may be reasonably accurate in three areas, it may deteriorate in the remaining one.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes with the first and third person of a few verbs.</li> <li>• The verbs ‘to be’ and ‘to have’ are used on a number of occasions.</li> <li>• Sentences are basic and mainly brief.</li> <li>• There is minimal use of adjectives probably mainly after ‘is’ eg <i>My School is big.</i></li> <li>• The candidate has a weak knowledge of plurals.</li> <li>• There may be several spelling errors in words like ‘family’.</li> </ul>
Un-satisfactory	6	<ul style="list-style-type: none"> <li>• The content is basic.</li> <li>• The language is repetitive, eg <i>I have, I learn, I play</i> may feature three times within one area.</li> </ul>	<ul style="list-style-type: none"> <li>• While the verbs ‘I have’ and ‘is’ are usually correct, errors occur in a number of other verbs.</li> <li>• There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion.</li> <li>• One or two errors are serious, often in an expression such as ‘my mother’s name’.</li> <li>• There may be one sentence which is not intelligible to a sympathetic native speaker.</li> <li>• The final two areas may well be significantly weaker than the first two.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate copes mainly only with the first person of ‘have’, ‘live’ and ‘play’.</li> <li>• The verb ‘is’ may also be used correctly.</li> <li>• Sentences are basic.</li> <li>• There are significant weaknesses in gender of nouns, adjectives, spelling and cases.</li> <li>• An English word may appear in the writing.</li> <li>• There may be an example of serious dictionary misuse.</li> </ul>

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	3	<ul style="list-style-type: none"> <li>The content is very basic eg <i>My school is (name). My school is big. My school has a football team.</i></li> <li>The language is simple.</li> </ul>	<ul style="list-style-type: none"> <li>Many of the verbs are incorrect.</li> <li>There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion.</li> <li>Prepositions are not used.</li> <li>The language is probably inaccurate throughout the writing.</li> <li>Three or four sentences may not be understood by a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate cannot cope with more than one or two verbs.</li> <li>The candidate has almost no knowledge of the present tense of verbs.</li> <li>Verbs used more than once may be written differently on each occasion.</li> <li>Sentences are very short.</li> <li>The candidate has a very limited vocabulary.</li> <li>Several English words may appear in the writing.</li> <li>There are examples of serious dictionary misuse.</li> </ul>
Very Poor	0	<ul style="list-style-type: none"> <li>The content is very basic. OR</li> <li>The candidate has not completed at least two of the areas. OR</li> <li>The candidate has written the answers under the wrong heading on at least three occasions.</li> </ul>	<ul style="list-style-type: none"> <li>(Virtually) nothing is correct.</li> <li>Most of the errors are serious.</li> <li>Very little is intelligible to a sympathetic native speaker.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate only copes with 'have' and 'is'.</li> <li>Very few words are actually correctly written in the foreign language.</li> <li>English words are used.</li> <li>There may be several examples of serious dictionary misuse.</li> </ul>

<b>What if ...?</b>	
the candidate has performed poorly in the introductory section or has even omitted it?	It is not impossible that even the best candidates will omit this on the day of the examination. Pay minimal attention to this. Do not allow it to influence your judgement of the addressing of the four tasks below.
three sections fit into one category but the fourth one is in the next, lower category?	Award the grade that the three sections are worth, assuming that they clearly belong in that category.  If, on the other hand, you are undecided between two categories, award the higher mark.
... and if the discrepancy is by more than one pegged mark?	In this case, you should probably compromise on the middle mark. In other words, if three sections are Satisfactory but one is Poor, then the overall grade Unsatisfactory should be awarded.
two sections are at one level and two at another?	In such a case it may be wise to consider which two categories are better. If the better sections include the first section, which is very basic, you are less likely to be generous than if the final sections were of a better quality. You must look carefully at the quality of the candidate's work and then come to a decision. If you cannot decide, the rule of thumb is always to give the candidate the benefit of the doubt.

[END OF MARKING INSTRUCTIONS]