



Rewarding Learning

General Certificate of Secondary Education

German

Unit 3: Reading
Higher Tier

[GGR32]

Assessment

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE CCEA Assessment Resources are marked consistently and fairly. The mark schemes provide teachers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for **GCSE German**

Candidates must:

AO1 Understand and respond to different types of spoken language;

AO2 Communicate and interact effectively in speech;

AO3 Understand and respond to different types of written language; and

AO4 Communicate in writing.

Quality of candidates' responses

In marking the CCEA Assessment Resources, teachers should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, teachers are expected to use their professional judgement to assess the validity of answers.

Positive marking

Teachers are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Teachers should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

It should also be noted that half marks are not given. Therefore, a candidate can only be awarded 0, 1, 2 marks etc. depending on the number of marks available for that question.

Where candidate responses are unclear and do not follow the question rubric the following guidelines for marking may also be used:

Candidates ignore the instruction/misapply the rubric.

- If candidates are instructed to answer a question in English and answer in the Target Language, or vice versa, they cannot be awarded marks for this.
- When candidates are asked to select answers from a list and they select more than instructed, they will have one mark deducted from the total number of correct answers for every extra answer that they select, to a minimum mark of zero. For example if they are asked to select four correct phrases and they select five, they will have one mark taken off the total number of correct answers.

- If candidates are asked to select four and select six, they will have two marks taken off the total number of correct answers.
- If candidates are asked to select one answer and select more than one, they cannot receive any marks for the answer.

Where candidates indicate their answer by writing an 'X' instead of a tick, as instructed, please accept 'X' as a valid answer.

Candidates cross out a letter/untick a box.

- If it is clear to the marker that one answer has been de-selected and another selected, the mark can be awarded for a correct answer.

English/Target Language answers.

- Mark schemes will include the anticipated responses and some others deemed credit-worthy by the examining team.

Quality of English/Target Language.

- Where spelling and grammar in English or the Target Language impede understanding, candidates will not be awarded marks.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, teachers should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, teachers are expected to use their professional judgement. The following guidance is provided to assist teachers.

- ***Threshold performance:*** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- ***Intermediate performance:*** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- ***High performance:*** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Explanatory notes for centres for 2021: Higher Reading

These notes should be read in conjunction with the information provided on pages 2 and 3 of this mark scheme.

Everything that a candidate writes MUST be assessed in its entirety, even if this reduces the mark that a candidate gains. We cannot ignore part of an answer as being irrelevant – it must all be assessed. It is unfortunate if a candidate attempts to expand an answer and thereby, unknowingly, introduces confusion, but we are not responsible for how much they write; we are, however, responsible for assessing all that has been produced during the assessment process.

If candidates cross out a letter/untick a box:

If it is clear to the marker that one answer has been de-selected and another selected, the mark can be awarded for a correct answer.

Alternative answers supplied:

If candidates supply alternative (incorrect) answers or if candidates answer in the wrong language, then no marks can be awarded.

Words which appear in brackets in the mark scheme are not required as part of the answer.

Marking questions where candidates are asked to supply answers in English:

Candidates should be rewarded for understanding **accurately** what has been said or written.

Occasionally, you may encounter borderline answers and will be unsure whether to award 0 or 1, 2 or 3 etc. In answers where there is debate, markers should consider if the answer is a faithful rendition of what was said or written or if there is some element of inference. See example below:

Correct answer	He does not go horse-riding.
Candidate's answer	He does not like horse-riding.
Judgement	Incorrect – no marks can be awarded
Explanation	Not a faithful rendition of the text – it may be that he likes it but he is not able to do it

Marking questions where candidates have to write in the Target Language

In the revised format for the papers, Target Language answers are either non-verbal or have text supplied. Responses may be of a non-verbal nature – e.g. ticking boxes or copying letters. Candidates may also be asked to choose the correct word from a pool of possible answers and copy it into the correct space. Candidates must NOT be penalised for a mistake in copying the answer – they are not being assessed on their ability to write in the Target Language. Unfortunately, if a misspelling of a Target Language word becomes an English word, then candidates have answered in the wrong language and NO marks can be awarded.

Once again, in the marking, candidates should be rewarded for understanding accurately what has been written. In answers where there is debate, markers should consider if the answer is a faithful rendition of what was written or if there is some element of inference.

Marking questions where candidates have to translate from the Target Language into English

Candidates should not insert additional words into their translation, e.g 'she likes' cannot become 'she really likes'- it is no longer an accurate translation.

Section A

Questions and answers in **German**.
Do not credit answers in English.

		AVAILABLE MARKS
1	A – B – E – F – G – H	[6] 6
2	(a) ii	[1]
	(b) iii	[1]
	(c) ii	[1]
	(d) ii	[1]
	(e) iii	[1]
	(f) ii	[1] 6
3	(a) Carolin	[1]
	(b) Benjamin	[1]
	(c) Sonja	[1]
	(d) Vincent	[1]
	(e) Fabian	[1]
	(f) Evelin	[1] 6
4	(a) iii	[1]
	(b) i	[1]
	(c) iii	[1]
	(d) ii	[1]
	(e) ii	[1]
	(f) ii	[1] 6

Section A Total

24

Section B

Questions and answers in **English**.
Do not credit answers in German.

			AVAILABLE MARKS
5	(a) On Mondays my father works in an office.	[2]	
	(b) I like living in the country.	[2]	
	(c) I sometimes argue with my sister.	[2]	
	(d) In the Easter holidays we were in Austria.	[2]	8
6	pharmacy, bus timetable, (open air) pool, bank machine	[4]	4
7	(a) 43%	[1]	
	(b) 30%	[1]	
	(c) 25%	[1]	
	(d) 35%	[1]	4
8	(a) Sinan C	[1]	
	(b) Franziska D	[1]	
	(c) Julia A	[1]	
	(d) Benjamin E	[1]	4
9	(a) an adult	[1]	
	(b) leave the room	[1]	
	(c) open the window	[1]	3
10	(a) do not exist yet	[1]	
	(b) mistakes are not bad [1] an opportunity to learn [1]	[2]	3
11	C – E – F – I	[4]	4

12 (a) outside the school at lunch time	[2]	AVAILABLE MARKS
(b) a burning washing machine	[2]	6
(c) he (had) stopped to ask them the way	[2]	36
Section B Total		60
Total Reading		