



GCSE MARKING SCHEME

SUMMER 2023

**GCSE
GERMAN - UNIT 1
HIGHER TIER
3820UA0-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2023 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)
UNIT 1: SPEAKING (HIGHER TIER)
SUMMER 2023 MARK SCHEME

General Advice for Examiners

You 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 that these instructions are adhered to by all.

Particular attention should be paid to the following instructions regarding marking:

- as an examiner you must be positive in your approach. Look for opportunities to reward rather than penalise
- make sure that you are familiar with the role plays and the conversation themes and bullet points
- make sure you are familiar with the assessment grids for the conversation at Higher Tier and the descriptors for each section of the grid (pages 12 and 14). 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.

When writing or speaking about themselves, gender identification should not be an issue as they should be using first-person pronouns. If candidates choose to write or speak in the third-person, they must be consistent in their pronoun choices, for example, use of 'they/them/xe/xhe' should not be seen as grammatically incorrect if the candidate is consistently using the chosen pronoun throughout their writing. Please be mindful of candidates' choices in assessing all work. When discussing another individual in the third person where gender or gender preference is unknown or undisclosed, WJEC expects consistent application of the gender agreement of the candidate's choice, for example, the discussion of a writer's craft could make reference to 'him/her' or 'they'.

Applying banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has descriptors for the performance level of that band.

Stage 1 - Deciding on the band

When deciding on a band, the conversation task Part 1 and Part 2 should be assessed together. Beginning at the lowest band, you should look at the descriptors for that band and see if they match the qualities shown in the candidate's response for that section. If the descriptors at the lowest band are evidenced, you 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 the response is mainly in band 2 but with a limited amount of band 3 content, the mark awarded would be close to the top of band 2 as a result of the band 3 content. Small omissions in some parts of their response may not negatively affect the mark awarded.

Stage 2 - Deciding on the mark

Once the band has been decided, you can then assign a mark within the band. WJEC will provide standardising material to be used as reference material throughout the assessment period.

When marking, you can use this material to decide whether a candidate's response is of a superior, inferior or comparable standard to the examples provided. You are reminded of the need to revisit the standardising material as you apply the mark scheme in order to confirm that the band and the mark allocated are appropriate to the response given.

The following pages contain notes for examiners; mark schemes for the role play for Higher Tier; and assessment grids for the conversation. In addition, you should ensure you are familiar with the grammar requirements in Appendix B of the specification.

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]**

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:

Responses	Comments	Mark
Ich esse gern Pizza	accurate grammatical structures and accurate pronunciation	3 marks
Ich mag esse 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 mark

HIGHER TIER SET 1

ROLE PLAY

WALES AND THE WORLD

Environment

[15]

Setting: You are chatting to your German friend about the environment. Your teacher will play the role of your friend.

Teacher examiner responses are given in bold.

- **Was ist ein großes Umweltproblem in deiner Region?**
- Give an example of an environmental issue in your area.¹
- **Was werden deine Freunde machen, um der Umwelt zu helfen?**
- Say what your friends are going to do to help the environment.²
- **Welches umweltfreundliche Produkt hast du zuletzt gekauft?**
- Say which environmentally friendly product you bought recently.³
- **Wie findest du Elektroautos?**
- Answer the question.⁴
- **Ach so.**
- Ask your friend what they do for the environment.⁵

1. Es gibt *any environmental issue*.

2. Meine Freunde *note any activity to help the environment*.

3. Ich habe *note any product*.

4. Ich finde *any opinion*.

5. Was machst du für die Umwelt/recycelst du?

Look for and reward any valid alternative.

HIGHER TIER SET 2

ROLE PLAY

WALES AND THE WORLD

Local areas of interest

[15]

Setting: You are chatting with your German guest about your area. Your teacher plays the part of your German friend.

Your teacher will speak first.

- **Wie findest du deinen Wohnort?**
- Say what you think about your area.^{1.}
- **Welche Sehenswürdigkeiten würdest du hier empfehlen?**
- Say which local place of interest you would recommend.^{2.}
- **Wo kann man am besten essen gehen?**
- Answer the question.^{3.}
- **Ach so.**
- Ask your friend what they would like to see.^{4.}
- **Answer appropriately. Wann bist du zuletzt in den Bergen gewandert?**
- Say when you last walked in the mountains.^{5.}

1. Mein Wohnort *any opinion*.

2. Ich würde *note any place of interest* empfehlen.

3. Am besten kann man/Man kann *note a place to eat* essen gehen.

4. *Was willst du sehen?*

5. Ich habe *note any time frame* gewandert.

Look for and reward any valid alternative.

HIGHER TIER SET 3

ROLE PLAY

CURRENT AND FUTURE STUDY AND EMPLOYMENT

Career plans

[15]

Setting: You are talking online to your friend in Switzerland about your career plans. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **Wo würdest du am liebsten in der Zukunft arbeiten?**
- Say where you would like to work in the future.¹
- **Warum möchtest du dort arbeiten?**
- Say why you want to work there.²
- **Welche Qualifikationen brauchst du dafür?**
- Answer the question.³
- **Was für einen Samstagsjob hast du schon gemacht?**
- Say what part-time job you have done.⁴
- **Ach so.**
- Ask your friend about jobs in Switzerland.⁵

1. Ich würde/will/möchte *any place of work* arbeiten.

2. Ich will *note any reason*./weil es *interessant* ist.

3. Ich brauche *note any qualification*.

4. Ich habe *note any job* gemacht.

5. Welche Arbeit gibt es in der Schweiz (*any other appropriate question*)?

Look for and reward any valid alternative.

HIGHER TIER SET 4

ROLE PLAY

CURRENT AND FUTURE STUDY AND EMPLOYMENT

School/college life

[15]

Setting: You are talking with your Austrian friend about your school/college. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **Wie wirst du morgen zur Schule kommen?**
- Say how you will travel to school tomorrow.¹
- **Welche Klubs gibt es in deiner Schule?**
- Answer the question.²
- **Was hast du gestern in der Mittagspause gemacht?**
- Say what you did yesterday during your lunch break.³
- **Wie findest du die Schulregeln in deiner Schule?**
- Say what you think of the school rules in your school.⁴
- **Ach so.**
- Ask your friend about their school day.⁵

1. Ich werde *note any mode of transport* fahren.

2. Es gibt *name any club*.

3. Ich habe *note any activity* gemacht/gespielt.

4. Ich finde *give any opinion*.

5. Wie war dein Schultag?/Wie findest du den Schultag?

Look for and reward any valid alternative.

HIGHER TIER SET 5

ROLE PLAY

IDENTITY AND CULTURE

Food and drink

[15]

Setting: You are in Germany, talking to your German friend about food. Your teacher will play the role of your German friend.

Teacher examiner responses are given in bold.

- **Welches deutsche Essen möchtest du probieren?**
- Say what German food you would like to eat. ¹.
- **Was trinkst du am liebsten zu Mittag?**
- Answer the question. ².
- **Ach so. Wann hast du zuletzt im Restaurant gegessen?**
- Say when you last ate at a restaurant. ³.
- **Wie oft isst du traditionelles Essen?**
- Say how often you eat traditional food. ⁴.
- **Schön.**
- Ask your friend something about cooking. ⁵.

1. Ich möchte *note any type of food* probieren.

2. Ich trinke *note any type of drink*.

3. Ich habe *note any time frame* in Restaurant gegessen.

4. Ich esse oft/nicht oft/selten.

5. Kochst du gern? Was kochst du? *Ask any question related to food.*

Look for and reward any valid alternative.

HIGHER TIER SET 6

ROLE PLAY

IDENTITY AND CULTURE

Health and fitness

[15]

Setting: You are taking part in an interview for a youth magazine in Germany. Your teacher plays the part of the German interviewer.

Teacher examiner responses are given in bold.

- **Wie oft treibst du Sport?**
- Say how often you do sport.¹
- **Was hast du zuletzt für deine Fitness gemacht?**
- Say what you have recently done to keep fit.²
- **Wie findest du die Aktivitäten im Sportzentrum?**
- Answer the question.³
- **Ach so.**
- Ask the interviewer about health.⁴
- **Answer appropriately. Was sollte man machen, um gesund zu bleiben?**
- Say what you should do to stay healthy.⁵

1. Ich treibe *note how often* Sport.
2. *Ich habe* *note any activity* gemacht/gespielt.
3. Ich finde *give any opinion*.
4. Bist du gesund ? Isst du Obst ? *Ask anything about health*.
5. Man soll *name any healthy activity* machen/spielen.

Look for and reward any valid alternative.

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	- 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	- 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	- 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	- 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	- 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	- 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	- Conveys some information in response to the photo and questions. - Able to express some opinions with some attempts at simple justification.	2	- 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	- Some attempts to respond to the photo and some questions with simple responses. - Able to express some basic opinions.	1	- 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	Response not worthy of credit.	0	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	- 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	Very good pronunciation and intonation. Consistently accurate with only minor inaccuracies.	9-10	- 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	- 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	Very good pronunciation and intonation with occasional inaccuracies.	7-8	- 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	- 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	Generally good pronunciation and intonation.	5-6	- 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	- 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	Generally good pronunciation and intonation but with some inconsistency.	3-4	- 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	- 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	Pronunciation and intonation is more accurate than inaccurate.	1-2	- 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	Response not worthy of credit.	0	Response not worthy of credit.	0	Response not worthy of credit.