

GCSE



WJEC GCSE German

Approved by Qualifications Wales

Sample Assessment Materials

Unit 4: Reading and Writing

Teaching from 2025

For award from 2027



This Qualifications Wales regulated qualification
is not available to centres in England.

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SAMPLE

Assessment details

Written examination: 1 hour 30 mins
 Set and marked by WJEC
 35% of qualification
 70 marks

This unit requires learners to respond to a range of questions with fixed responses and responses in Cymraeg/English, to translate short extracts from the assessed language into Cymraeg/English and to respond in the assessed language to a choice of written tasks.

The unit is divided into 2 sections – Section A and Section B. Each section will cover all broad themes.

Section A

A reading task will provide the stimulus for the translation task. Translation in this context means a sufficient and appropriate rendering of the meaning of the original language.

Texts will only use the grammar and vocabulary specified in this specification. Words outside of the specification grammar and vocabulary lists will be glossed. For written production, the expected language will be from the specified content (vocabulary and grammar), with equal credit given for language used that is beyond the defined content but that fulfils the task requirements.

The Rubrics will be in Cymraeg/English.

Stimuli will be in the assessed language.

All responses will be non-verbal and in Cymraeg/English, apart from the response in Section B to the extended writing task.

Learners are not permitted to use a dictionary in any part of the assessment.

Section A: four comprehension questions and translation (AO2 – 35 marks)

Learners will read a range of texts linked to each of the broad themes:

- texts based on practical transactional language such as information notices and signs
- factual texts such as an e-mail, poster, web page, letter, newspaper article, flyer, graph, advert
- prose such as continuous literary texts, extracts from short stories, magazine articles.

Learners will demonstrate understanding of the texts by responding to a range of questions in Cymraeg/English. Question types will include: multiple choice questions, true/false with justification, matching words/phrases with definitions/images, matching statements with their source, short answers in Cymraeg/English, gap-fill, finish the sentences, comprehension questions to demonstrate understanding.

Section B

Question 6 (35 marks) (AO2 – 20 marks) (AO3 – 15 marks)

Learners will write an extended piece of writing in response to written prompts. There will be a choice of three options in Cymraeg/English, one from each broad theme. Learners will respond to the question prompts writing up to a maximum of 120 words in the assessed language.

Surname	Centre number	Candidate number
First name(s)		0



GCSE

3850QLS-4

German – Unit 4
Reading and Writing

1 hour 30 minutes
SAMPLE ASSESSMENT
MATERIALS

Instructions to candidates

Use black ink or black ball-point pen.
Do **not** use gel pen or correction fluid.

Write your name, centre number and candidate number in the spaces provided at the top of this page.

You must answer:
Section A: All questions
Section B: Either Question 6a, **or** Question 6b **or** Question 6c.

For examiner's use only			
Section	Question	Maximum mark	Mark awarded
A	1.	4	
	2.	6	
	3.	7	
	4.	8	
	5.	10	
B	6.	35	
	Total	70	

Write your answers in the spaces in this booklet. If you need more space, use the additional page(s) at the back of this booklet. Number the question(s) correctly.

Information for candidates

The number of marks is given in brackets at the end of each question or part-question.
The total number of marks available is **70**.

You should think carefully about how you use your time.

Your responses must be clear, accurate and well presented.

Answer **all** questions.

Section A

1. Read this notice about healthy lifestyle.

Examiner
only

Es ist wichtig, gesund zu leben...



- (a) How can you live healthily? Tick (✓) the correct box.

- (i) Drink ...

[1]

enough water.	<input type="checkbox"/>
one glass of fruit juice.	<input type="checkbox"/>
no water in the morning.	<input type="checkbox"/>

- (ii) Sleep ...

[1]

at least 6 hours a night.	<input type="checkbox"/>
fewer than 7 hours a night.	<input type="checkbox"/>
at least 8 hours a night.	<input type="checkbox"/>

- (iii) Eat ...

[1]

fruit and vegetables.	<input type="checkbox"/>
only vegetables.	<input type="checkbox"/>
not too much fruit.	<input type="checkbox"/>

(b) What should you **not** eat too much of? Give **one** example.

[1]

Examiner
only

.....
.....

2. Read this information board about a festival in Munich.

Tollwood Festival

- Wo? Im Park hinter dem Rathaus
- Wann? Herbst

Öffnungszeiten:

Montag – Donnerstag 13:00 – 23:00 Uhr

Freitag & Wochenende 14:00 – 23:00 Uhr

Mehr als vier Millionen Besucher*innen kommen jedes Jahr zum „Tollwood Festival“ nach München in Süddeutschland. Jung und Alt lieben die Straßenmusik und Achterbahnen. Es gibt bunte Märkte, wo man Geschenke für Familie und Freunde kaufen kann. Man kann Spezialitäten aus anderen Ländern probieren, mit einer großen Auswahl für Vegetarier und Veganer.

Die meisten Aktivitäten des Kulturprogramms auf dem Festival sind sehr billig. So können Familien mit Kindern im Zirkus-Zelt Akrobatik machen, ohne viel Geld auszugeben.

(a) Complete the sentences **in English**.

(i) The festival takes place in the park behind the... [1]

.....

(ii) The festival opens on Mondays at ... [1]

.....

(iii) The festival closes on Saturdays at ... [1]

.....

(b) Answer the questions **in English**.

Examiner
only

(i) Exactly how many visitors come to the festival? [1]

.....
.....

(ii) What can you buy at the market stall? Give **one** detail. [1]

.....
.....

(iii) Why is the festival so attractive for families with **children**? Give **one** detail. [1]

.....
.....



3. Read this job advert from an Austrian website.

Examiner
only

Du liebst es an der frischen Luft zu sein und Leute aus aller Welt kennenzulernen?

Du bist ein echter Teamplayer?

Du möchtest mit Kindern arbeiten?

Arbeite bei uns und erlebe den Sommer deines Lebens als:

**Internationaler Campcounsellor im
Training für alle 17-19 jährigen**

Das Programm für alle 17-19 jährigen, die in einem internationalen Camp arbeiten wollen. Zusammen mit anderen jungen Leuten deines Alters, machst du ein zwei-wöchiges Training. Das Programm findet auf Deutsch statt – so kannst du deine Sprachkenntnisse schnell verbessern. Nach dem Training kannst du zwischen einer bis fünf Wochen auf unseren Campingplätzen in Österreich arbeiten.

Alex (18) aus Wrexham sagt:

„Es war die beste Erfahrung meines Lebens! Ich habe so viel gelernt und Jugendliche aus der ganzen Welt kennengelernt.“

- (a) Read the text and complete the sentences in list A with the correct ending from list B. Write the letter in the box.

[4] Examiner only

List A

(i)	The work is good for young people, who	
(ii)	At the training you meet young people, who	
(iii)	The training lasts	
(iv)	Alex says that	

List B

A	don't like working with people.
B	fourteen days.
C	like working outside.
D	it was an amazing experience.
E	all summer.
F	are the same age as you.
G	the work was boring.
H	are small children.
I	are Austrian teenagers.
J	five weeks.
K	he didn't learn anything.

- (b) Complete the sentences in English.

- (i) The job is good for people who like to work with ...

[1]

.....

- (ii) The programme is in German so that you can

[1]

.....

- (iii) Alex says that he met people from ...

[1]

.....

4. Two friends talk about social media.

Examiner
only

Alex:

Heutzutage ist es für Jugendliche total normal, soziale Medien zu benutzen. Informationen und Fotos werden hier schnell und einfach geteilt.

Für ältere Menschen sind soziale Medien ein Weg, mit der Familie in Kontakt zu bleiben. Man kann bei Videochats zusammen sprechen, auch wenn man nicht in der Nähe wohnt.

Auf sozialen Medien sind viele kreative Menschen aktiv und es ist nützlich, um neue Ideen zu bekommen. Man findet zum Beispiel andere Gerichte zum Kochen oder interessante Sportarten, um fit zu werden.

Melina:

Aber es gibt auch einige Nachteile.

Fotos zu sehen und Likes machen uns glücklich. Und um immer mehr Likes zu bekommen, verbringt man viel mehr Zeit mit sozialen Medien. Manche Menschen werden so von sozialen Medien süchtig.

Und vorsichtig mit Fake News! Was auf den ersten Blick echt aussieht, könnte eine falsche Information sein. Manche Influencer zeigen falsche Urlaubsfotos an traumhaften Orten. Ihre Follower wollen dann auch so ein tolles Leben haben, auch wenn das gar nicht realistisch ist.

(a) Who said what? Tick (✓) the correct box.

[4]

	Who thinks...?	Alex	Melina	Alex AND Melina
(i)	social media can be addictive			
(ii)	to share photos is positive			
(iii)	social media can be inspiring			
(iv)	that content on social media can be false			

(b) Answer the questions **in English**.

(i) How can social media be useful for older people? [1]

.....
.....

(ii) What type of new ideas can you find on social media? Give **one** detail. [1]

.....
.....

(iii) How do people become addicted to social media? [1]

.....
.....

(iv) What exactly do some influencers put on social media? [1]

.....
.....

[]
[]

5. Read the following text about sustainable holidays and translate the underlined sentences into English.

[10]

Examiner
only

Umweltfreundliches Reisen

Hier einige Vorschläge von uns, wie man die Umwelt im Urlaub schützen kann:

Man sollte das richtige Verkehrsmittel wählen. Öffentliche Transportmittel wie Busse und Bahnen sind gewöhnlich besser.

Recyceln Sie Glas und Papier im Hotel. Das ist wichtig, um Abfall zu reduzieren.

Es gibt umweltfreundliche Aktivitäten, die nicht gefährlich für die Natur sind.

Viele Menschen haben in den letzten Jahren, umweltfreundlichen Urlaub gemacht.
Im Trend liegen Öko-Hotels, wo man mit dem Rad die Region besuchen kann.

Wir sind also auf dem richtigen Weg!

(a) Recyceln Sie Glas und Papier im Hotel.

.....
.....
.....

(b) Das ist wichtig, um Abfall zu reduzieren.

.....
.....
.....

(c) Es gibt umweltfreundliche Aktivitäten, die nicht gefährlich für die Natur sind.

.....
.....
.....

- (d) Viele Menschen haben in den letzten Jahren umweltfreundlichen Urlaub gemacht.

Examiner
only

.....
.....
.....

- (e) Beliebt sind Öko-Hotels, wo man mit dem Rad die Region besuchen kann.

.....
.....
.....

SAMPLE

Section B

6. Choose **one** task from the three tasks below.

[35]

Examiner
only

Write around 120 words in German.

You may use the bullet points to help you write your blog however you can present your own relevant ideas and opinions.

To gain maximum marks you must use a variety of relevant vocabulary and tenses.

Either Task (a)

Write a blog about free time.

You may include the following points:

- where you go in your free time
- what you did last weekend
- what you will do after school
- why free time is important.

Or Task (b)

Write a blog about travelling.

You may include the following points:

- a recent trip
- activities available
- advantages/disadvantages of the trip
- where you would like to travel in future.

Or Task (c)

Write a blog about part-time work.

You may include the following points:

- a part-time job you currently have
- a future job you would like to have
- details about work you recently did
- advantages/disadvantages of a part-time job.

Examiner
only

END OF QUESTIONS

MARK SCHEME

Guidance for examiners

Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising candidates for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based, the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Mark schemes often list points which may be included in candidates' answers. The list is not exhaustive. The inclusion of '*Credit any other valid response.*' (or similar instruction) within mark schemes allows for the possible variation in candidates' responses. Credit should be given according to the accuracy and relevance of candidates' answers.

Banded mark schemes

For band marked questions mark schemes are in two parts; the indicative content and the assessment grid.

The indicative content suggests the range of points and issues which may be included in candidates' answers. It can be used to assess the quality of the candidate's response. As noted above, indicative content is not intended to be exhaustive, and candidates do not have to include all the indicative content to reach the highest level of the mark scheme.

However, to reach the highest level of the mark scheme a candidate must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

The marking of banded mark questions should always be positive. This means that, for each candidate's response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

Examiners should first read and annotate the candidate's answer to pick out the evidence that is being assessed in that question. The mark scheme can then be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. 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 most closely matches the work.

Stage 2 – Deciding on the mark

Having determined the appropriate band, deciding on the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

Examiners should use the full range of marks available to them. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria, and all responses must be marked according to the banded levels provided for each question.

Standardising material that has already been awarded a mark will be provided during standardising and this should be used as a reference material when assessing work. 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.

This mark scheme instructs examiners to look for and reward valid alternatives where indicative content is suggested for an answer. This is not a checklist for expected content in an answer, or set out as a 'model answer', as responses must be marked in the banded levels of response provided for each question. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement to determine the validity of the response in light of the task and reward as directed by the bands. Candidates are free to choose any approach that is relevant to the set task. Candidates can (and will most likely) incorporate ideas other than those mentioned in the mark scheme.

Section A:

Question	Answer	AO1	AO2	AO3	Total Mark												
1.	<p>Read this notice about healthy lifestyle.</p> <p>Es ist wichtig, gesund zu leben...</p> <p>(a) How can you live healthily? Tick (✓) the correct box.</p> <p>Drink ...</p> <table border="1"> <tr> <td>enough water.</td> <td></td> </tr> <tr> <td>one glass of fruit juice.</td> <td></td> </tr> <tr> <td>no water in the morning.</td> <td></td> </tr> </table> <p>(i) Award one mark for: <ul style="list-style-type: none"> • enough water. </p> <p>(ii) Sleep ...</p> <table border="1"> <tr> <td>at least 6 hours a night.</td> <td></td> </tr> <tr> <td>fewer than 7 hours a night.</td> <td></td> </tr> <tr> <td>at least 8 hours a night.</td> <td></td> </tr> </table> <p>Award one mark for: <ul style="list-style-type: none"> • at least 8 hours a night. </p>	enough water.		one glass of fruit juice.		no water in the morning.		at least 6 hours a night.		fewer than 7 hours a night.		at least 8 hours a night.					
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no water in the morning.																	
at least 6 hours a night.																	
fewer than 7 hours a night.																	
at least 8 hours a night.																	

		(iii)	Eat ...			1		1
			fruit and vegetables.					
			only vegetables.					
			not too much fruit.					
			Award one mark for: • fruit and vegetables.					
(b)			What should you not eat too much of? Give one example.					1
			Award one mark for: • Salt / sugar / fat (any one answer)					1

SAMPLE

Question	Answer	AO1	AO2	AO3	Total Mark																																																												
2.	<p>Read this information board about a festival in Munich.</p> <p style="text-align: center;">Tollwood Festival</p> <ul style="list-style-type: none"> • Wo? Im Park hinter dem Rathaus • Wann? Herbst <p>Öffnungszeiten:</p> <p>Montag – Donnerstag 13:00 – 23:00 Uhr</p> <p>Freitag & Wochenende 14:00 – 23:00 Uhr</p> <p>Mehr als vier Millionen Besucher*innen kommen jedes Jahr zum „Tollwood Festival“ nach München in Süddeutschland. Jung und Alt lieben die Straßenmusik und Achterbahnen. Es gibt bunte Märkte, wo man Geschenke für Familie und Freunde kaufen kann. Man kann Spezialitäten aus anderen Ländern probieren, mit einer großen Auswahl für Vegetarier und Veganer.</p> <p>Die meisten Aktivitäten des Kulturprogramms auf dem Festival sind sehr billig. So können Familien mit Kindern im Zirkus-Zelt Akrobatik machen, ohne viel Geld auszugeben.</p> <p>(a) Complete the sentences in English.</p> <table border="1"> <tr> <td>(i)</td> <td>The festival takes place in the park behind the...</td> <td></td> <td>1</td> <td></td> <td>1</td> </tr> <tr> <td></td> <td>Award one mark for: • town hall</td> <td colspan="4"></td> </tr> <tr> <td>(ii)</td> <td>The festival opens on Mondays at ...</td> <td></td> <td>1</td> <td></td> <td>1</td> </tr> <tr> <td></td> <td>Award one mark for: • 1 o'clock (1pm)</td> <td colspan="4"></td> </tr> <tr> <td>(iii)</td> <td>The festival closes on Saturdays at ...</td> <td></td> <td>1</td> <td></td> <td>1</td> </tr> <tr> <td></td> <td>Award one mark for: • 11 o'clock (11pm)</td> <td colspan="4"></td> </tr> </table> <p>(b) Answer the questions in English.</p> <table border="1"> <tr> <td>(i)</td> <td>Exactly how many visitors come to the festival?</td> <td></td> <td>1</td> <td></td> <td>1</td> </tr> <tr> <td></td> <td>Award one mark for: • more than 4 million</td> <td colspan="4"></td> </tr> <tr> <td>(ii)</td> <td>What can you buy at the market stall? Give one detail.</td> <td></td> <td>1</td> <td></td> <td>1</td> </tr> <tr> <td></td> <td>Award one mark for: • presents / food (from other countries)</td> <td colspan="4"></td> </tr> </table>	(i)	The festival takes place in the park behind the...		1		1		Award one mark for: • town hall					(ii)	The festival opens on Mondays at ...		1		1		Award one mark for: • 1 o'clock (1pm)					(iii)	The festival closes on Saturdays at ...		1		1		Award one mark for: • 11 o'clock (11pm)					(i)	Exactly how many visitors come to the festival?		1		1		Award one mark for: • more than 4 million					(ii)	What can you buy at the market stall? Give one detail.		1		1		Award one mark for: • presents / food (from other countries)								
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		(iii)	Why is the festival so attractive for families with children? Give one detail.		1		1
			Award one mark for: • it is cheap Credit any other valid response.				

SAMPLE

Question	Answer	AO1	AO2	AO3	Total Mark												
3.	<p>Read this job advert from an Austrian website.</p> <p><i>Du liebst es an der frischen Luft zu sein und Leute aus aller Welt kennenzulernen?</i></p> <p><i>Du bist ein echter Teamplayer?</i></p> <p><i>Du möchtest mit Kindern arbeiten?</i></p> <p><i>Arbeite bei uns und erlebe den Sommer deines Lebens als:</i></p> <p style="text-align: center;">Internationaler Campcounsellor im Training für alle 17-19 jährigen</p> <p>Das Programm für alle 17-19 jährigen, die in einem internationalen Camp arbeiten wollen. Zusammen mit anderen jungen Leuten deines Alters, machst du ein zweiwöchiges Training. Das Programm findet auf Deutsch statt – so kannst du deine Sprachkenntnisse schnell verbessern. Nach dem Training kannst du zwischen einer bis fünf Wochen auf unseren Campingplätzen in Österreich arbeiten.</p> <p>Alex (18) aus Wrexham sagt:</p> <p><i>„Es war die beste Erfahrung meines Lebens! Ich habe so viel gelernt und Jugendliche aus der ganzen Welt kennengelernt.“</i></p>																
	<p>(a) Read the text and complete the sentences in list A with the correct ending from list B. Write the letter in the box.</p> <p>List A</p> <table border="1"> <tbody> <tr> <td>(i)</td> <td>The work is good for young people, who</td> <td></td> </tr> <tr> <td>(ii)</td> <td>At the training you meet young people, who</td> <td></td> </tr> <tr> <td>(iii)</td> <td>The training lasts</td> <td></td> </tr> <tr> <td>(iv)</td> <td>Alex says that</td> <td></td> </tr> </tbody> </table>	(i)	The work is good for young people, who		(ii)	At the training you meet young people, who		(iii)	The training lasts		(iv)	Alex says that					
(i)	The work is good for young people, who																
(ii)	At the training you meet young people, who																
(iii)	The training lasts																
(iv)	Alex says that																

		List B				
	A	don't like working with people.				
	B	fourteen days.				
	C	like working outside.				
	D	it was an amazing experience.				
	E	all summer.				
	F	are the same age as you.				
	G	the work was boring.				
	H	are small children.				
	I	are Austrian teenagers.				
	J	five weeks.				
	k	he didn't learn anything.				
	(i)	Award one mark for: • C		1		1
	(ii)	Award one mark for: • F		1		1
	(iii)	Award one mark for: • B		1		1
	(iv)	Award one mark for: • D		1		1
	(b)	Complete the sentences in English.				
	(i)	The job is good for people who like to work with ...		1		1
		Award one mark for: • Children.				
	(ii)	The programme is in German so that you can		1		1
		Award one mark for: • improve your German.				
	(iii)	Alex says that he met people from ...		1		1
		Award one mark for: • all over the world.				

Question	Answer	AO1	AO2	AO3	Total Mark																																																	
4.	<p>Two friends talk about social media.</p> <p>Alex:</p> <p>Heutzutage ist es für Jugendliche total normal, soziale Medien zu benutzen. Informationen und Fotos werden hier schnell und einfach geteilt.</p> <p>Für ältere Menschen sind soziale Medien ein Weg, mit der Familie in Kontakt zu bleiben. Man kann bei Videochats zusammen sprechen, auch wenn man nicht in der Nähe wohnt.</p> <p>Auf sozialen Medien sind viele kreative Menschen aktiv und es ist nützlich, um neue Ideen zu bekommen. Man findet zum Beispiel andere Gerichte zum Kochen oder interessante Sportarten, um fit zu werden.</p> <p>Melina:</p> <p>Aber es gibt auch einige Nachteile.</p> <p>Fotos zu sehen und Likes machen uns glücklich. Und um immer mehr Likes zu bekommen, verbringt man viel mehr Zeit mit sozialen Medien. Manche Menschen werden so von sozialen Medien süchtig.</p> <p>Und vorsichtig mit Fake News! Was auf den ersten Blick echt aussieht, könnte eine falsche Information sein. Manche Influencer zeigen falsche Urlaubsfotos an traumhaften Orten. Ihre Follower wollen dann auch so ein tolles Leben haben, auch wenn das gar nicht realistisch ist.</p>																																																					
(a)	<p>Who said what? Tick (✓) the correct box.</p> <table border="1"> <thead> <tr> <th></th> <th>Who thinks...?</th> <th>Alex</th> <th>Melina</th> <th>Alex <u>AND</u> Melina</th> </tr> </thead> <tbody> <tr> <td>(i)</td> <td>social media can be addictive</td> <td></td> <td></td> <td></td> </tr> <tr> <td>(ii)</td> <td>to share photos is positive</td> <td></td> <td></td> <td></td> </tr> <tr> <td>(iii)</td> <td>social media can be inspiring</td> <td></td> <td></td> <td></td> </tr> <tr> <td>(iv)</td> <td>that content on social media can be false</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Award one mark each for the following, up to a maximum of four marks:</p> <table border="1"> <tbody> <tr> <td>(i)</td> <td>• Melina</td> <td></td> <td>4</td> <td></td> <td>4</td> </tr> <tr> <td>(ii)</td> <td>• Alex and Melina</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>(iii)</td> <td>• Alex</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>(iv)</td> <td>• Melina</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Who thinks...?	Alex	Melina	Alex <u>AND</u> Melina	(i)	social media can be addictive				(ii)	to share photos is positive				(iii)	social media can be inspiring				(iv)	that content on social media can be false				(i)	• Melina		4		4	(ii)	• Alex and Melina					(iii)	• Alex					(iv)	• Melina								
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(b)	Answer the questions in English.						
	(i)	How can social media be useful for older people?		1	1		
		Award one mark for: • they can stay in touch with family.					
	(ii)	What type of new ideas can you find on social media? Give one detail.		1		1	
		Award one mark for: • find new recipes OR find interesting sports to get fit					
	(iii)	How do people become addicted to social media?		1		1	
		Award one mark for: • they spend more and more time on social media to get more “likes”.					
	(iv)	What exactly do some influencers put on social media?		1		1	
		Award one mark for: • fake holiday photos					

SAMPLE

Question	Answer	AO2	Total Mark																									
5.	<p>Read the following text about sustainable holidays and translate the underlined sentences into English.</p> <p style="text-align: center;">Umweltfreundliches Reisen</p> <p>Hier einige Vorschläge von uns, wie man die Umwelt im Urlaub schützen kann:</p> <p>Man sollte das richtige Verkehrsmittel wählen. Öffentliche Transportmittel wie Busse und Bahnen sind gewöhnlich besser.</p> <p><u>Recyceln Sie Glas und Papier im Hotel. Das ist wichtig, um Abfall zu reduzieren.</u></p> <p><u>Es gibt umweltfreundliche Aktivitäten, die nicht gefährlich für die Natur sind.</u></p> <p><u>Viele Menschen haben in den letzten Jahren, umweltfreundlichen Urlaub gemacht. Im Trend liegen Öko-Hotels, wo man mit dem Rad die Region besuchen kann.</u></p> <p>Wir sind also auf dem richtigen Weg!</p> <p>a) <u>Recyceln Sie Glas und Papier im Hotel.</u></p> <p>b) <u>Das ist wichtig, um Abfall zu reduzieren.</u></p> <p>c) <u>Es gibt umweltfreundliche Aktivitäten, die nicht gefährlich für die Natur sind.</u></p> <p>d) <u>Viele Menschen haben in den letzten Jahren umweltfreundlichen Urlaub gemacht.</u></p> <p>e) <u>Beliebt sind Öko-Hotels, wo man mit dem Rad die Region besuchen kann.</u></p>	10	10																									
	<p>This question tests the candidate's ability to understand and respond to written language, and to recall and apply a range of vocabulary and grammatical structures. Marks are awarded for appropriate and sufficient rendering of the meaning of the original language.</p> <table border="1"> <thead> <tr> <th>German</th> <th>Indicative Content</th> <th>Sufficient Rendering</th> <th>Unacceptable</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>Recyceln Sie Glas und Papier</td> <td>Recycle glass and paper</td> <td>-</td> <td>I recycle</td> <td>1</td> </tr> <tr> <td>im Hotel.</td> <td>in the hotel</td> <td>-</td> <td>-</td> <td>1</td> </tr> <tr> <td>Das ist wichtig,</td> <td>That is important</td> <td>This/It is important</td> <td>I find it important</td> <td>1</td> </tr> <tr> <td>um Abfall zu reduzieren.</td> <td>(in order) to reduce rubbish.</td> <td>-</td> <td>-</td> <td>1</td> </tr> </tbody> </table>	German	Indicative Content	Sufficient Rendering	Unacceptable	Mark	Recyceln Sie Glas und Papier	Recycle glass and paper	-	I recycle	1	im Hotel.	in the hotel	-	-	1	Das ist wichtig,	That is important	This/It is important	I find it important	1	um Abfall zu reduzieren.	(in order) to reduce rubbish.	-	-	1		
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	Es gibt umweltfreundliche Aktivitäten,	There are environmentally friendly activities	-	-	1	
	die nicht gefährlich für die Natur sind,	that / which are not dangerous for nature.	Which/that are not endangering nature.	which/that are not dangerous in nature.	1	
	Viele Menschen haben gemacht.	Many people spent / had	Lots of people spent / had	Many men spent / had	1	
	in den letzten Jahren umweltfreundlichen Urlaub	an environmentally friendly holiday over the last years	environmentally friendly holiday in the last years	-	1	
	Beliebt sind Öko-Hotels,	Popular are eco (friendly)-hotels	Eco-friendly hotels are popular	-	1	
	wo man mit dem Rad die Region besuchen kann.	where one can visit the region by bike.	where you can visit the area by bike.	where one can cycle.	1	
0 marks should be awarded for nothing worthy of credit.						

Mark Scheme Section B

Glossary of terms

The following glossary of terms provides guidance on terms used within the banded mark schemes.

Major error	<p>An error that impedes communication and prevents the meaning being accurately conveyed.</p> <p>For example:</p> <ul style="list-style-type: none"> • Incorrect verb forms resulting in confusion about the subject and or the tense: <ul style="list-style-type: none"> • Ihr gehen in den Park. • Ich gehen auf Konzerte. • Significant spelling errors which make the word unrecognisable in German and / or changes the meaning: <ul style="list-style-type: none"> • Ich trinke gern kalte Gedrinke. • Ich fliege mit dem Fliegzug. • Expressions of time in conflict with verb tenses making the detail about when the activity happened unclear: <ul style="list-style-type: none"> • Gestern werde ich ... gehen. • Nächste Woche ist er ... gegangen. • Mother-tongue word swaps: <ul style="list-style-type: none"> • Ich cooke gern. • Word order errors after conjunction <ul style="list-style-type: none"> • Ich mag Mathe, weil es ist einfach. • Word order (inversion) <ul style="list-style-type: none"> • In Swansea es gibt viele Restaurants.
Minor error	<p>An error that does not impede communication and allows the meaning to be conveyed.</p> <p>For example:</p> <ul style="list-style-type: none"> • Minor spelling errors which don't affect the communication: <ul style="list-style-type: none"> • Er wohnt in einer Whonung. • Hier meine Addresse. • Missing Umlaut which don't affect the meaning or tense: <ul style="list-style-type: none"> • funf • er fahrt • Incorrect Umlaut which don't affect the overall meaning: <ul style="list-style-type: none"> • Mein Hünd ist braun. • Ich gehe gern zum Stränd. • Incorrect gender and errors in agreement: <ul style="list-style-type: none"> • Ich trage ein rot T-Shirt. • Mein Mutter ist ziemlich groß.

Clear	The message is unambiguous.
Understandable	Able to be understood.
Addresses	Evidence of response. For example, candidates should include all bullet points, but equal coverage is not expected.
Development / developed	Including additional detail which elaborates. It can be a clause or separate phrase.
Extended	A longer sequence which may include additional clause(s) giving further details, reasoning and/or opinion.
Complex language	More sophisticated linguistic constructions, which may include: <ul style="list-style-type: none"> • longer sentence with connectives (because, such as, when...) • infinitive constructions • use of (multiple) pronouns • use of adverbs • word order that is different to English.
Communication	Exchanging of information.
Relevant	Connected or appropriate to the stimulus.

Differentiation of descriptors in the mark scheme

The following words are used from top to lower bands in all banded mark schemes:

- consistent(ly) / always / almost always / all / almost all / highly
- main(ly) / most(ly) / often / frequent
- generally
- some / sometimes / occasionally
- basic / little
- limited / few
- minimal / rarely.

Please note that these should be viewed in conjunction with the descriptor as they may not always go from top to lower, for example: frequent errors would be in a lower mark band.

Assessment Grids for Question 6

(35 marks)

This question tests the candidate's ability to understand and respond to written language (AO2 – 20 marks). It also tests the candidate's knowledge and accurate application of a range of grammatical structures and vocabulary (AO3 – 15 marks) as specified in the assessment grid below. The number of words is approximate, and all work must be marked. The bullet points are compulsory but equal coverage is not required.

Choose one task from the three tasks below. Write around 120 words in German.

You may use the bullet points to help you write your blog however you can present your own relevant ideas and opinions.

To gain maximum marks you must use a variety of relevant vocabulary and tenses.

Either Task (a):

Write a blog about free time.

You may include the following points:

- where you go in your free time
- what you did last weekend
- what you will do after school
- why free time is important.

Or Task (b):

Write a blog about travelling.

You may include the following points:

- a recent trip
- activities available
- advantages/disadvantages of the trip
- where you would like to travel in future.

Or Task (c):

Write a blog about part-time work.

You may include the following points:

- a part-time job you currently have
- a future job you would like to have
- details about work you recently did
- advantages/disadvantages of a part-time job.

Band	Marks [20]	AO2 Strand 2: Understand and respond to written language in writing.
5	17-20	<ul style="list-style-type: none"> • Consistently relevant information is conveyed. • Responses are always extended and consistently develop ideas and points of view. • Communication is consistently understandable.
4	13-16	<ul style="list-style-type: none"> • Conveys relevant information. • Responses are often extended and frequently develop ideas and points of view. • Communication is consistently understandable, an occasional message may be unclear.
3	9-12	<ul style="list-style-type: none"> • Conveys mainly relevant information. • Responses are generally extended and generally develop ideas and points of view. • Communication is mainly understandable, some messages may be unclear.
2	5-8	<ul style="list-style-type: none"> • Some relevant information is conveyed. • Responses are sometimes extended and sometimes develop ideas and points of view. • Communication is sometimes understandable, the message sometimes breaks down.
1	1-4	<ul style="list-style-type: none"> • Limited information is conveyed. • Responses are rarely developed. • Communication is rarely understandable
0	0	Response not worthy of credit.

Band	Marks [15]	AO3: Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification.
5	13-15	<ul style="list-style-type: none"> • A wide range of appropriate vocabulary and structures are used, with some complex language. • Highly successful use of verb and tense formations. • Language used is highly accurate – any errors are minor.
4	10-12	<ul style="list-style-type: none"> • A range of appropriate vocabulary and structures are used, with some complex language. • Mainly successful use of verb and tense formations. • Language is accurate – there may be some minor errors and very few major errors.
3	7-9	<ul style="list-style-type: none"> • Some appropriate vocabulary and structures are used, little complex language. • Generally successful use of verb and tense formations. • Some accurate language – there may be some minor and major errors.
2	4-6	<ul style="list-style-type: none"> • Basic vocabulary and structures are used. • Occasionally successful use of verb and tense formations. • Little accurate language – there may be frequent minor errors and some major errors.
1	1-3	<ul style="list-style-type: none"> • Limited and possibly repetitive vocabulary and structures are used. • Limited success in verb and tense formations. • Limited accurate language – there may be frequent errors, both major and minor.
0	0	Response not worthy of credit.

Guidance on application of mark scheme

A mark of zero for AO2 will result in a mark of zero for AO3.

Mapping of questions to specification content and assessment objectives: Unit 4

Question			Total Marks	Mark allocation		
				AO1 Marks	AO2 Marks	AO3 Marks
1	(a)	(i)	1	0	1	0
		(ii)	1	0	1	0
		(iii)	1	0	1	0
	(b)		1	0	1	0
2	(a)	(i)	1	0	1	0
		(ii)	1	0	1	0
		(iii)	1	0	1	0
	(b)	(i)	1	0	1	0
		(ii)	1	0	1	0
		(iii)	1	0	1	0
	(a)		4	0	4	0
	(b)	(i)	1	0	1	0
		(ii)	1	0	1	0
3		(iii)	1	0	1	0
	(a)		4	0	4	0
	(b)	(i)	1	0	1	0
		(ii)	1	0	1	0
		(iii)	1	0	1	0
4	(a)		4	0	4	0
	(b)	(i)	1	0	1	0
		(ii)	1	0	1	0
		(iii)	1	0	1	0
		(iv)	1	0	1	0
5			10	0	10	0
6			35	0	20	15
Total marks			70		55	15