1 General Marking Principles

1.1 It is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. You will need to consider all alternative answers and unexpected approaches in candidates’ scripts, make a decision on whether they communicate the required elements and award marks accordingly.

The following marking principles underpin the detailed instructions provided in Section 2 of the Mark Scheme. Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme. Often the general principles will have to be weighed up against each other, e.g. the answer might pass the look-alike test (1.5 (b)), but if the candidate has produced an answer that is another word in German, they will not score (1.6).

1.2 Crossing out:

(a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.

(b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

1.3 More than the stipulated number of boxes ticked/crossed by the candidate:

(a) If more than one attempt is visible, but the candidate has clearly indicated which attempt is his/her final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.

(b) If two attempts are visible (e.g. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.

(c) Where candidates must tick a number of boxes (e.g. tick the 6 true statements) and tick too many, apply the following rule: deduct the number of ‘extra’ answers indicated by the candidate from their number of correct answers. The remaining number is the mark awarded, e.g. the candidate is asked to tick 6 statements, but ticks 8. 5 of the ticks are correctly placed, but 2 are ‘extras’ (8 ticks placed by candidate minus 6 ticks required by rubric = 2 ‘extras’). Therefore the candidate is awarded a mark of 3.

(d) Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is explicit indication from the candidate as to which is his/her final answer.

1.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

(a) Both correct answers on line 1 and line 2 blank = 2.

(b) Both correct answers on line 1 and line 2 wrong = 1.

(or vice-versa)
1.5 Answers requiring the use of German (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies provided the message is clear.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>‘If in doubt, sound it out’: if you read what the candidate has written, does it sound like the correct answer?</td>
</tr>
<tr>
<td>(b)</td>
<td>Look-alike test: does what the candidate has written look like the correct answer?</td>
</tr>
<tr>
<td>(c)</td>
<td>Accept incorrect gender or person unless Mark Scheme specifies otherwise.</td>
</tr>
<tr>
<td>(d)</td>
<td>Accept incorrect possessive adjectives, e.g. mein, dein, sein etc., unless Mark Scheme specifies otherwise (in general, Section 2 accept, Section 3 consult Mark Scheme carefully).</td>
</tr>
<tr>
<td>(e)</td>
<td>Accept incorrect tense unless Mark Scheme specifies otherwise.</td>
</tr>
<tr>
<td>(f)</td>
<td>Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.</td>
</tr>
<tr>
<td>(g)</td>
<td>Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.</td>
</tr>
</tbody>
</table>

1.6 Unless the Mark Scheme specifies otherwise, do not accept incorrect German if the word given means something else in German. (Incorrect German which constitutes a word in any language other than German is marked (i) on the basis of whether it is accepted or refused in the Mark Scheme and (ii) if not mentioned in the Mark Scheme, on the basis of 1.5 above).

1.7 Annotation used in the Mark Scheme:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>INV = Invalidation and is used when additional material included by the candidate is judged to invalidate an otherwise correct answer thus preventing him/her from scoring the mark (INV = 0).</td>
</tr>
<tr>
<td>(b)</td>
<td>tc = ‘tout court’ and means that on its own the material is not sufficient to score the mark.</td>
</tr>
<tr>
<td>(c)</td>
<td>HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.</td>
</tr>
<tr>
<td>(d)</td>
<td>BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.</td>
</tr>
</tbody>
</table>
1.8 No response and '0' marks

**Award NR (No Response):**
- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

**Award 0:**
- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.
1.9 Extra material: Section 3

In Section 3 it is the candidate’s responsibility to answer questions in such a way as to demonstrate to the Examiner that s/he has understood the texts/questions. Where candidates introduce extra, irrelevant material to an otherwise correct answer, the danger is that the Examiner is being forced to ‘choose’ the correct answer and s/he cannot be certain that the candidate has shown understanding. Where the Examiner is put in this position, the mark cannot be awarded.

In Section 3, look for signs of genuine comprehension. Usually, candidates who lift indiscriminately fail to demonstrate comprehension and will not score the mark. However, careful lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme (Section 3) provides specific guidance but in cases not covered, the following general rules apply:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>Extra material, mentioned in the Mark Scheme, which reinforces the correct answer or in itself constitutes an alternative correct answer: this is acceptable and is not penalised</td>
</tr>
<tr>
<td>(b)</td>
<td>Extra material which constitutes an alternative answer, but which is not explicitly mentioned in the Mark Scheme: the Examiner needs to decide, by consulting the text, whether the alternative answer constitutes: (i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded (ii) or an answer which on its own would be refused, in which case this falls into category (c) and the answer should be refused</td>
</tr>
<tr>
<td>(c)</td>
<td>Extra material which constitutes an alternative answer specifically refused in the Mark Scheme: this puts the Examiner in the position of having to ‘choose’ which is the candidate’s ‘final’ answer – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded</td>
</tr>
<tr>
<td>(d)</td>
<td>Extra material which distorts or contradicts the correct answer: this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded</td>
</tr>
<tr>
<td>(e)</td>
<td>Extra material introduced by the candidate and which does not feature in the text: this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded.</td>
</tr>
<tr>
<td>Section 1 Exercise 1</td>
<td>Question</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------</td>
</tr>
<tr>
<td>1</td>
<td>D</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 1 Exercise 2</th>
<th>Question</th>
<th>Answer</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>E</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>F</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>C</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>D</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>A</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 1 Exercise 3</th>
<th>Question</th>
<th>Answer</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>A</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>C</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>B</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>A</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>B</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Section 2 Exercise 1

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Marks</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>viele</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>montags</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>über</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>ruhig</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Einwohner</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Section 2 Exercise 2

- **In this exercise**, reward the candidate for being able to locate the answer in the passage.
- Ignore extra material (whether German is accurate or inaccurate) unless the Mark Scheme specifies otherwise.
- Accept lifting unless it is specifically refused in the Mark Scheme.
- Read Section 1: General Marking Principles.
- Accept incorrect possessive pronouns.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Marks</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>KEY CONCEPT: Idea of parents being unhappy Eltern unglücklich Ihre Eltern sahen unglücklich aus. ...dass meine Eltern sehr unglücklich aussahen.</td>
<td>1</td>
<td>Refuse: Seit Monaten bemerkte ich tc Elisabeth war unglücklich</td>
</tr>
<tr>
<td>23</td>
<td>KEY CONCEPT: Idea of parents talking Weil die Eltern am Tisch blieben, um (ohne uns) zu reden. Weil die / ihre Eltern mit ihnen nicht redeten / sprachen.</td>
<td>1</td>
<td>Refuse: Um ohne uns zu reden tc Weil die Eltern am Tisch blieben tc</td>
</tr>
<tr>
<td>24</td>
<td>KEY CONCEPT: glücklich Glücklich, gut gelaunt, sie lachten, lachen</td>
<td>1</td>
<td>Refuse: Ich hörte sie lachen INV</td>
</tr>
<tr>
<td>Question</td>
<td>Guidance</td>
<td>Answer</td>
<td>Marks</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>26</td>
<td>Either one: (Eine) Kaffeekanne, (eine) große Obsttorte.</td>
<td>Die Eltern sagten etwas</td>
<td>1</td>
</tr>
<tr>
<td>27</td>
<td>Refuse: Das Mütterlichen die Tisch gedeckt hatte; Accept: ohne Artikel</td>
<td>Die Eltern sagten etwas</td>
<td>1</td>
</tr>
<tr>
<td>28</td>
<td>KEY CONCEPT: Idea of having won money / in the lottery</td>
<td>Sie / wir haben / haben im Lotto gewonnen.</td>
<td>1</td>
</tr>
<tr>
<td>29</td>
<td>KEY CONCEPT: Haus / House</td>
<td>Wir können jetzt ein Haus kaufen. In einem Haus.</td>
<td>1</td>
</tr>
<tr>
<td>30</td>
<td>KEY CONCEPT: Idea of stopping her being late for school</td>
<td>Damit Elisabeth nie wieder spät in der Schule ankommend.</td>
<td>1</td>
</tr>
</tbody>
</table>
Section 3

Look for signs of genuine comprehension. Usually, candidates who lift indiscriminately fail to demonstrate comprehension and will not score the mark. However, careful lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. This Detailed Mark Scheme provides specific guidance but in cases not covered, see Section 1: General Marking Principles.

In this section, take into account the whole of the candidate’s answer.

READ SECTION 1: GENERAL MARKING PRINCIPLES

Section 3 Exercise 1

1 Mark available per question for True or False + 1 Mark available for correction of each False statement.

First award marks for the True/False element and then award marks for the justification of the False statements.

Accept wrong gender (accept er/sie throughout for Nils).

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Marks</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ja</td>
<td>Nein</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td></td>
<td>1</td>
<td>See notes above for marking True/False element</td>
</tr>
<tr>
<td>✓</td>
<td></td>
<td>1</td>
<td>See notes above for marking True/False element</td>
</tr>
</tbody>
</table>

Turn over
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Marks</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>Ja</td>
<td>1</td>
<td>See notes above for marking True/False element</td>
</tr>
<tr>
<td>34</td>
<td>Nein</td>
<td>1</td>
<td>See notes above for marking True/False element</td>
</tr>
<tr>
<td>35</td>
<td>Ja</td>
<td>1</td>
<td>See notes above for marking True/False element</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Marks</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Ja</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Nein</td>
<td>1</td>
<td>REFUSE MERE ADDITION OF NEGATIVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Refuse:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Es war schwer / schwierig. tc</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Es war schwierig seinen Eltern, Auf Wiedersehen' zu sagen.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Es war unsicher</td>
</tr>
<tr>
<td>33</td>
<td>Ja</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Nein</td>
<td>1</td>
<td>REFUSE MERE ADDITION OF NEGATIVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Refuse:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nils tc</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Es war ihm peinlich. tc</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Die Leute haben mich / ihn / er fotografiert.</td>
</tr>
</tbody>
</table>
### Question 35

<table>
<thead>
<tr>
<th>Answer</th>
<th>Marks</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nein</td>
<td>1</td>
<td>REFUSE MERE ADDITION OF NEGATIVE&lt;br&gt;Implication that Nils rather than company will be in contact with China</td>
</tr>
</tbody>
</table>

**Concept of staying / working / living in Germany**

Nächstes Jahr plant Nils ein Berufspraktikum bei einer Firma in Deutschland. Er hofft, ein Berufspraktikum bei einer Firma in Deutschland zu machen (, die mit China Kontakt hat). Er hofft, in Deutschland zu bleiben / wohnen / leben / arbeiten.

### Section 3 Exercise 2

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Marks</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>Was man in 72 Stunden für andere Menschen tun kann&lt;br&gt;Was kann man in 72 Stunden für andere Menschen tun?&lt;br&gt;Neue Ideen für Hilfsprojekte&lt;br&gt;Sie fragten, was man...</td>
<td>1</td>
<td>Refuse:&lt;br&gt;Neue Ideen tc&lt;br&gt;Complete first sentence INV&lt;br&gt;Machen ein Projekt in 72 Stunden</td>
</tr>
<tr>
<td>37</td>
<td>Any two: (Man schlug vor, dass man)&lt;br&gt;• (ein) Fest organisieren oder&lt;br&gt;• im Altenheim (aus)helfen or&lt;br&gt;• (einen) Kindergarten renovieren (könnte).</td>
<td>1</td>
<td>Accept:&lt;br&gt;Whole lifts of sentence&lt;br&gt;Incorrect verb forms, unsuccessful attempts at passive&lt;br&gt;Refuse:&lt;br&gt;Die Liste wurde immer länger INV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Es war regnerisch. / Es regnete.&lt;br&gt;Regen&lt;br&gt;Nass</td>
<td>1</td>
<td>Refuse:&lt;br&gt;schlecht tc, nicht gut tc&lt;br&gt;Direct lift INV</td>
</tr>
<tr>
<td>39</td>
<td>KEY CONCEPT: Idea that they got it from the baker&lt;br&gt;Ein Bäcker brachte (Käsebrötchen / Mittagessen) / lieferete es ihnen kostenlos / schenkte / gibt es ihnen. / Der Bäcker wollte nicht dafür bezahlt werden.</td>
<td>1</td>
<td>Accept: direct lift</td>
</tr>
<tr>
<td>40</td>
<td>müde (und nass)&lt;br&gt;Um 8 Uhr waren sie müde.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
<td></td>
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<tr>
<td>----------</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Marks</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(Idea of advice or phoning required.)</td>
</tr>
</tbody>
</table>

Refuse: direct lift.