



**HODDER
GIBSON**

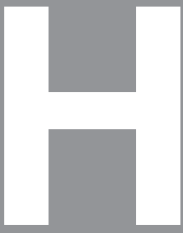
Model Paper
WITH ANSWERS

Higher German

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Duration — 1 hour and 40 minutes

Total marks — 30

Attempt ALL questions.

Write your answers clearly, in **English**, in the Reading Answer Booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

You may use a German dictionary.

Use **blue** or **black** ink.

There is a separate question and answer booklet for Directed Writing. You must complete your answer for Directed Writing in the question and answer booklet for Directed Writing.

Before leaving the examination room you must give your Reading answer booklet and your Directed Writing answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.

Read the whole article carefully and then answer, in English, ALL the questions that follow.

The article discusses the role of minority languages in the European Union.

Haben Minderheitensprachen eine Zukunft?

Sprache bedeutet viel mehr als nur Kommunikation — sie ist eine Grundlage der Kultur. Innerhalb der Europäischen Union sprechen etwa 46 Millionen Bürger mit großem Stolz eine Minderheitssprache.

5 Doch viele europäische Minderheitensprachen sind bereits lautlos untergegangen: Erst wurden sie von immer weniger Menschen gesprochen. Dann wurden sie auch an Schulen nicht mehr unterrichtet. Dabei gehört gerade die Sprache zur Identität eines Volkes: Sie ist verbunden mit besonderem Brauchtum, einer langen Geschichte und einer ganz eigenen Kultur.

10 In vielen europäischen Ländern werden diese Regionalsprachen von der nationalen Regierung finanziell gefördert — zum Beispiel Gälisch in Schottland oder Katalanisch in Spanien. Sie werden als Unterrichtssprache in manchen Schulen verwendet und sind auf zweisprachigen Straßenschildern und in Stadtzentren zu sehen.

15 Auch im Norden von Deutschland existiert eine Minderheitensprache: Plattdeutsch. Allerdings ist diese vom Aussterben bedroht, obwohl die Regierungen von Schleswig-Holstein und Mecklenburg-Vorpommern alles tun, um diese Sprache zu schützen. Aber ist das wirklich erfolgreich?

20 Kurz vor dem Mittagessen ist im Kindergarten, in der norddeutschen Stadt Aurich, Zeit für die Geschichte „Dicker, fetter Pfannkuchen“. Etwa 15 Kinder sitzen im Stuhlkreis um Kindergärtnerin Maria Schmidt herum, die ihnen die Geschichte vorliest und sie immer wieder zum Weitererzählen ermuntert — all das auf Plattdeutsch. Denn dieser Kindergarten ist seit mehr als zehn Jahren zweisprachig.

25 Maria Schmidt ist eine von den Kindergärtnerinnen, die immer Plattdeutsch mit den Kindern sprechen, andere dagegen sprechen immer Hochdeutsch — egal, ob beim Frühstück, beim Händewaschen oder Basteln. Manchmal holt Maria Schmidt auch Karten mit aufgemalten Symbolen heraus und fragt die Kinder, wie die jeweiligen Begriffe — beispielsweise Stuhl, Schrank oder Schere - auf Plattdeutsch heißen.

30 „Wir merken, dass immer weniger Kinder schon mit Plattdeutsch zu uns kommen“, sagt Schmidt, die in Norddeutschland geboren ist. „Aber sie gewöhnen sich schnell daran und wenn sie mal etwas nicht verstehen, dann übersetzt ein anderes Kind oder wir erklären mit Gestik oder Mimik, was wir meinen.“

Eine Umfrage unter Jugendlichen in Norddeutschland hat vor kurzem gezeigt, dass zwar 50 Prozent von ihnen noch Plattdeutsch verstehen, aber nur 20 Prozent es auch sprechen — das ist zu wenig um die Sprache zu bewahren. Deshalb wird in über 60 Kindergärten in der Region seit einigen Jahren auch Plattdeutsch gesprochen.

35 Manche Experten befürchten, dass es zu spät ist und Plattdeutsch langsam ausstirbt. Vor allem hat diese Sprache ein Imageproblem: Sie gilt bei vielen jüngeren Menschen in der Region als Sprache der Landbevölkerung. „Es gibt hier Menschen, die negative Ideen gegenüber Plattdeutsch haben und sagen: ‚Wir wollen und brauchen die Sprache nicht mehr, das ist Geschichte, lasst uns damit in Ruhe‘“, sagt Susanne Fischer, Bildungsforscherin an der Universität Osnabrück. Außerdem beklagt sie, dass Eltern zu Unrecht denken, dass 40 Kinder, die mit Plattdeutsch aufwachsen, später kein Verständnis für Hochdeutsch haben.

Fischer und ihre Mitarbeiter wollen dagegen ankämpfen – unter anderem mit dem Projekt der dreisprachigen Grundschule. Deutsch und Plattdeutsch sind von Anfang an Unterrichtssprachen, in der dritten Klasse kommt Englisch noch hinzu. „Wir machen die
45 Erfahrung, dass Kinder, die mit Plattdeutsch aufwachsen, sich auch des Hochdeutschen viel bewusster sind“, sagt sie. Fischer selbst ist keine gebürtige Norddeutsche und hat erst später Plattdeutsch gelernt. „Aber ich lerne gern von den Einheimischen“, sagt sie.

Zehn Kilometer entfernt von Aurich arbeitet Pastor Andreas Müller im Ort Holtrop – auch er ist kein Platt-Muttersprachler. Vor 15 Jahren zog er aus Ostdeutschland in den äußersten
50 Nordwesten Deutschlands und merkte schnell: Ein „Moin, Moin“ zur Begrüßung reicht hier nicht. Denn für viele seiner Gemeindeglieder, vor allem für die Älteren, ist Plattdeutsch Alltags- und Muttersprache.

Deswegen meldete sich Andreas für Sprachkurse an der örtlichen Volkshochschule an und suchte im Dorf nach geduldigen Privatlehrern. Heute hält er manchmal auch Gottesdienst
55 auf Plattdeutsch – und sagt, dass er die Sprache sehr zu schätzen gelernt hat: „Es ist eine bilderreiche und einfache Sprache, die sehr direkt ist – damit kommt man den Menschen hier schnell sehr nah.“

MARKS

Questions

Re-read lines 1–12

1. According to the text, languages are about much more than communication.
 - (a) What is the current situation of minority languages in the European Union? State **two** things. 2
 - (b) What are the reasons for this situation? State **two** things. 2
2. Languages are part of the identity of people. Why is this? Give any **two** details. 2
3. Many EU countries support minority languages. In what way do they support them? Give any **two** details. 2

Re-read lines 13–21

4. A minority language, Low German, is spoken in the north of Germany. What is the current status of the language? State **two** things. 2
5. In a nursery school in Aurich, stories are told in Low German.
 - (a) What happens during story-time in class? Give any **two** details. 2
 - (b) Why is this particular nursery school different from other nursery schools? State **one** thing. 1

Re-read lines 22–30

6. Maria Schmidt always speaks Low German with her pupils.
- (a) On which three occasions does she speak Low German? Give **three** details. 1
- (b) In what other way does she support pupils when she speaks Low German? State any **one** thing. 1
7. She continues by telling us that fewer and fewer pupils arrive to the nursery school being able to speak Low German. What does she say about these pupils? Give any **one** detail. 1

Re-read lines 31–41

8. Many experts are worried that it is too late to save Low German. Why is this? State any **one** thing. 1
9. According to Susanne Fischer, what is the advantage of children who grow up with Low German? State **one** thing. 1
10. Now consider the article as a whole. Is the author optimistic about the future of minority languages in the EU? Give reasons for your answer with reference to the text. 2
11. Translate into English:
- “Deswegen meldete gelernt hat.” (*lines 53–55*) 10

[END OF MODEL PAPER]



FOR OFFICIAL USE

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National Qualifications
MODEL PAPER 1

Mark

German Directed Writing

Duration — 1 hour and 40 minutes

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Number of seat

Date of birth

Day

Month

Year

Scottish candidate number

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Total marks — 10

Choose ONE scenario on *Page two* and write your answer clearly, in **German**, in the space provided in this booklet. You must clearly identify the scenario number you are attempting.

You may use a German dictionary.

Additional space for answers is provided at the end of this booklet.

Use **blue** or **black** ink.

There is a separate answer booklet for Reading. You must complete your answers for Reading in the answer booklet for Reading.

Before leaving the examination room you must give this Directed Writing question and answer booklet and your Reading answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.

Choose **one** of the following two scenarios.

SCENARIO 1: Learning

During the Easter holidays, you went on a school exchange to Berlin in Germany. On your return, you write an article **in German** for the Modern Languages section of your school's/college's website.

You must include the following information and **you should try to add** other relevant details:

- how you travelled **and** what the school was like
- what you did during the school day
- what you did in your free time
- how you plan to stay in contact with your exchange partner in the future

You should write approximately 120–150 words.

OR

SCENARIO 2: Employability

Last year, you spent the summer working in a hotel in Germany to gain some work experience. On your return, your teacher asks you to write **in German** about the experience.

You must include the following information and **you should try to add** other relevant details:

- where exactly the hotel was **and** what the accommodation was like
- what your duties were
- how you got on with your colleagues
- whether you would recommend working abroad to others

You should write approximately 120–150 words.

ADDITIONAL SPACE FOR ANSWERS

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ADDITIONAL SPACE FOR ANSWERS

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German Listening and Writing

Duration — 1 hour

Fill in these boxes and read what is printed below.

Full name of centre

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Town

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Forename(s)

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Surname

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Number of seat

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Date of birth

Day

Month

Year

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Scottish candidate number

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Total marks — 30

SECTION 1 — LISTENING — 20 marks

You will hear two items in German. **Before you hear each item, you will have one minute to study the questions.** You will hear each item twice, with an interval of one minute between playings. You will then have time to answer the questions before hearing the next item. Write your answers, in **English**, in the spaces provided.

SECTION 2 — WRITING — 10 marks

Write your answer, in **German**, in the space provided.

Attempt ALL questions. You may use a German dictionary.

Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

You are not allowed to leave the examination room until the end of the test.

Use **blue** or **black** ink.

Before leaving the examination room you must give this booklet to the Invigilator; if you do not, you may lose all the marks for this paper.

SECTION 1 — LISTENING — 20 marks

Attempt ALL questions

Item 1

You listen to a German radio report about tourists visiting Germany.

- (a) According to the latest statistics, the number of foreign visitors has increased. What evidence is there of this? State any **one** thing. 1

- (b) According to the passage, what are the main reasons for tourists to visit Germany? State any **two** things. 2

- (c) According to the report, what are the advantages of Germany as a tourist destination? State **two** things. 2

- (d) Berlin is a great tourist attraction. Why is this? State any **one** thing. 1

- (e) Many students also come to Germany to study. Why is this? State any **one** thing. 1

- (f) Consider the report as a whole. Overall, what does the report say about tourism in Germany? Tick (✓) the correct statement. 1

The report is an advertisement to encourage tourists to come to Germany.	
The report highlights why many tourists and students come to Germany.	
The report highlights the future potential of Germany's tourist sector.	

Item 2

Sarah, a German exchange student, speaks to Paul on his return from his gap year in Germany.

- (a) Paul has just spent a year in Germany.
- (i) When did he arrive home? 1
- _____
- (ii) In which part of Germany did he live? 1
- _____
- (b) During his time he stayed with a host family. What does he say about his arrival? State any **one** thing. 1
- _____
- (c) What does he say about his host brother? State any **two** things. 2
- _____
- _____
- (d) He talks about some aspects of German life.
- (i) What does he say about his time at school? State any **one** thing. 1
- _____
- (ii) What does he say about the free time of German pupils? State **one** thing. 1
- _____
- (e) What did he enjoy most about his time in Germany? State any **two** things. 2
- _____
- _____
- (f) He says that he will miss his experience in Germany.
- (i) In what ways has he benefited from his time there? State any **two** things. 2
- _____
- _____
- (ii) What are his plans for the future? State any **one** thing. 1
- _____

SECTION 2 — WRITING — 10 marks

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Paul hat über sein Brückenjahr in Deutschland gesprochen. Wie ist das mit dir? Hast du Fremdsprachenkenntnisse? Möchtest du ein Jahr in einem anderen Land leben? Wohin würdest du fahren?

Schreibe 120–150 Wörter zu diesen Fragen.

[Lined writing area]

ADDITIONAL SPACE FOR ANSWERS

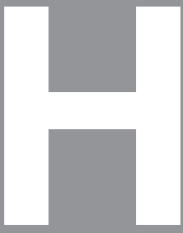
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ADDITIONAL SPACE FOR ANSWERS

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German Listening Transcript

Duration — 1 hour

This paper must not be seen by any candidate.

The material overleaf is provided for use in an emergency only (eg the recording or equipment proving faulty) or where permission has been given in advance by SQA for the material to be read to candidates with additional support needs. The material must be read exactly as printed.

Instructions to reader(s):

For each item, read the English **once**, then read the German **twice**, with an interval of 1 minute between the two readings. On completion of the second reading, pause for the length of time indicated in brackets after the item, to allow the candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, those sections marked **(f)** should be read by a female speaker and those marked **(m)** by a male; those sections marked **(t)** should be read by the teacher.

(t) Item 1

You listen to a report about Germany as a tourist destination.

You now have one minute to study the questions for Item 1.

(m/f) Tourismsexperten haben vor kurzem über Deutschland als Reiseziel diskutiert.

Immer mehr ausländische Gäste wählen Deutschland als Reiseziel, wie eine aktuelle Statistik zeigt: In der ersten Hälfte des Jahres kamen 17 Millionen Gäste aus dem Ausland nach Deutschland. Das waren 7% mehr als im Vorjahr.

Durch seine lange Geschichte und reiche Kultur bietet Deutschland viele interessante Sehenswürdigkeiten. Der Kölner Dom etwa zählt zu den weltweit beliebtesten Kulturdenkmälern, und auch verschiedene Naturlandschaften, wie die Alpen, ziehen viele Urlauber an.

Es ist kein Wunder, dass Deutschland so beliebt ist — das Land hat viel zu bieten. Deutschland ist preiswerter als andere europäische Reiseziele und Reisende fühlen sich hier sicher. Die erstklassigen Verkehrsverbindungen erlauben Besuchern andere Städte im Land zu entdecken.

Eine ganz besondere Touristenattraktion ist die Bundeshauptstadt Berlin. Als Sitz der Regierung und Stadt voller Geschichte ist Berlin zum Brennpunkt geworden. Die multikulturelle Stadt hat auch viele Kunstgalerien, Museen und man kann immer noch die Reste der Berliner Mauer sehen.

Viele ausländische Studenten wollen in Deutschland studieren und manche verbringen hier sogar ein Auslandsemester, um die Deutschen näher kennen zu lernen. Mit den USA und Großbritannien ist die Bundesrepublik eines der beliebtesten Ziele für Studienplätze. Viele Studenten kommen nach Deutschland, um ihre Sprachkenntnisse zu verbessern, die akademischen Institute und die Qualifikationen sind überall anerkannt.

(2 minutes)

(t) **Item 2**

Sarah, a German exchange student, speaks to Paul on his return from a gap-year in Germany.

You now have one minute to study the questions for Item 2.

- (f) **Hallo Paul! Schon lange nicht mehr gesehen. Seit wann bist du wieder da? Du warst letztes Jahr in Deutschland, oder?**
- (m) Ja, hallo – ich bin erst vorgestern angekommen. Ich habe zehn Monate in einem kleinen Dorf im Südwesten verbracht, wo ich bei einer Gastfamilie gewohnt habe.
- (f) **Ja stimmt, und wie war das so bei einer deutschen Gastfamilie zu wohnen?**
- (m) Weißt du, es war echt toll, aber am Anfang war es doch schwierig, da ich ein bisschen Heimweh hatte und ich nicht alles verstanden habe. Sie haben viel zu schnell gesprochen und ich musste mich ein bisschen dran gewöhnen, weil sie einen sehr starken Akzent hatten. Aber die Hauptsache war, dass sie mit mir geduldig waren.
- (f) **Und bist du mit ihnen gut ausgekommen?**
- (m) Ja schon, im Großen und Ganzen haben wir uns prima verstanden. Mein Gastbruder war so alt wie ich und ich habe sein Zimmer mit ihm geteilt. Wir hatten viele gemeinsame Interessen und wir waren auch in derselben Klasse in der Schule, so konnten wir unsere Hausaufgaben zusammen machen.
- (f) **Und wie fandest du die Schule?**
- (m) Es hat mir wirklich Spaß gemacht in Deutschland in die Schule zu gehen. Meine Mitschüler haben sich für mich interessiert und ich habe viel von Schottland erzählt, besonders natürlich im Englischunterricht. Da war ich meist Mittelpunkt der Klasse
- (f) **Und wie war es mit der Freizeit?**
- (m) Deutsche Schüler haben viel Freizeit und viele Hobbys. Die Schule ist schon früh am Nachmittag zu Ende – so gegen zwei oder drei Uhr. Viele Schüler sind in Vereinen, weil es in der Schule wenig Freizeitangebote gibt. Ich war im Handballverein. Das war toll, da ich viele neue Freunde getroffen habe.
- (f) **Was hat dir am besten gefallen?**
- (m) In Schottland wäre es unvorstellbar, dass alle Geschäfte sonntags geschlossen sind. Man konnte also viel Zeit mit der Familie verbringen – wir sind oft in den Bergen gewandert – bis zu einem See, wo man baden und windsurfen konnte. Die Aussicht war atemberaubend und die Luft war sehr sauber.
- (f) **Wird dir diese Erfahrung fehlen?**
- (m) Ja, es war echt Spitze. Ich habe von meiner Zeit in Deutschland profitiert. Mein Deutsch hat sich verbessert und ich habe einen Einblick in den deutschen Alltag bekommen. Ich würde sagen, dass ich noch mehr Selbstvertrauen habe und ich habe auch Lust, andere Länder zu besuchen. Ich habe viele neue Freunde kennen gelernt und wir werden in Kontakt bleiben. Ich habe vor, Fremdsprachen an der Uni zu studieren, so dass ich noch ein Jahr im Ausland verbringen kann. Ich würde jedem empfehlen einen Aufenthalt in Deutschland zu verbringen.

Item 2 (continued)

- (f) Super, Paul. Ich freue mich, dass es dir in Deutschland gefallen hat. Und dein Deutsch ist echt toll.

(2 minutes)

- (t) End of test.

Now look over your answers.

[END OF MODEL TRANSCRIPT]

Reading

Question	Expected Answer(s)	Max mark
1 a	<ul style="list-style-type: none"> • Around 46 million citizens speak a minority language (with great pride) • Many minority languages have already (quietly) died out 	2
b	<ul style="list-style-type: none"> • Spoken by fewer and fewer people • No longer taught in schools 	2
2	<ul style="list-style-type: none"> • A particular/specific custom • A long history • A unique culture <p><i>Any 2 points from possible 3 for 2 marks</i></p>	2
3	<ul style="list-style-type: none"> • Financially supported by national government(s) • Used as the language (of instruction) in schools • Can be seen on bilingual (street) signs • Can be seen in city centres <p><i>Any 2 points from possible 4 for 2 marks</i></p>	2
4	<ul style="list-style-type: none"> • Threatened (with extinction) • The governments of Schleswig-Holstein and Mecklenburg-Vorpommern are doing everything to protect the language 	2
5 a	<ul style="list-style-type: none"> • Around 15 children sit in a circle • (Kindergarten) teacher/(nursery) nurse reads the story out loud • The (kindergarten) teacher/(nursery) nurse encourages the children to repeat it <p><i>Any 2 points from possible 3 for 2 marks</i></p>	2
b	<ul style="list-style-type: none"> • The nursery school has been bilingual for more than 10 years 	1
6 a	<ul style="list-style-type: none"> • Breakfast • Washing hands • Making things/handicrafts <p><i>Any 1 point from possible 3 for 1 mark</i></p>	1
b	<ul style="list-style-type: none"> • She uses cards with symbols drawn on • She asks the children what things are called, e.g. chair, cupboard, scissors <p><i>Any 1 point from possible 2 for 1 mark</i></p>	1
7	<ul style="list-style-type: none"> • They get used to the language quickly • If they do not understand: <ul style="list-style-type: none"> • another pupil translates • the (kindergarten) teacher/(nursery) nurse explains using gestures and mimes <p><i>Any 1 point from possible 3 for 1 mark</i></p>	1
8	<ul style="list-style-type: none"> • People do not want/do not need the language anymore • Parents think that their children will have no understanding of High German (later) <p><i>Any 1 point from possible 2 for 1 mark</i></p>	1

Question	Expected Answer(s)	Max mark
9	<ul style="list-style-type: none"> • Children who grow up with Low German have a better awareness of High German 	1
10	<p>Outline of possible answers:</p> <p>The writer has a mixed view for the following reasons:</p> <ul style="list-style-type: none"> • He acknowledges the decline in minority languages in Europe • He says that many experts claim that many are dying out, too little is being done to protect languages • On the other hand, he cites examples where the language is thriving, that governments are investing in minority languages, and mentions many examples of bilingualism in daily life • He says that many schools are using minority languages 	2
11 1	<ul style="list-style-type: none"> • That is why Andreas has signed up for a language course 	2
2	<ul style="list-style-type: none"> • at the local (community) college / adult education centre 	2
3	<ul style="list-style-type: none"> • and looked for private tutors / private teachers in the village. 	2
4	<ul style="list-style-type: none"> • Today, he even sometimes delivers/ conducts/performs his church service in Low German 	2
5	<ul style="list-style-type: none"> • and says that he has learnt to really appreciate the language. 	2

Directed Writing

See end of answer section for advice on answering Directed Writing and Writing questions

Section 1 – Listening

Item 1

Question	Expected Answer(s)	Max mark
1 a	<ul style="list-style-type: none"> • In the first half of the year, 17 million (foreign) tourists (from abroad) visited Germany • 7% increase on last year <p><i>Any 1 point from possible 2 for 1 mark</i></p>	1
1 b	<ul style="list-style-type: none"> • Long history • Rich culture • Cologne/Köln cathedral • The Alps <p><i>Any 2 points from possible 4 for 2 marks</i></p>	2
1 c	<ul style="list-style-type: none"> • Cheaper than other European destinations • Tourists feel safe • World-class transport links <p><i>Any 2 points from possible 3 for 2 marks</i></p>	2

Question		Expected Answer(s)	Max mark
1	d	<ul style="list-style-type: none"> The government/seat of government is there Full of history Multi-cultural city Lots of art galleries and museums Can see the remnants of the (Berlin) Wall <p><i>Any 1 point from possible 5 for 1 mark</i></p>	1
1	e	<ul style="list-style-type: none"> To improve their German Academic institutions are recognised worldwide Qualifications are recognized worldwide <p><i>Any 1 point from possible 3 for 1 mark</i></p>	1
1	f	<ul style="list-style-type: none"> The report highlights why many tourists and students come to Germany 	1

Item 2

Question		Expected Answer(s)	Max mark
2	a i	<ul style="list-style-type: none"> The day before yesterday 	1
2	ii	<ul style="list-style-type: none"> In the south-west (in a small town) 	1
2	b	<ul style="list-style-type: none"> He was homesick He didn't understand everything The family spoke too quickly They had a (strong) accent They were patient with him <p><i>Any 1 point from possible 5 for 1 mark</i></p>	2
2	c	<ul style="list-style-type: none"> He shared a room with his host brother They have similar interests They were in the same class at school They could do homework together <p><i>Any 2 points from possible 4 for 2 marks</i></p>	2
2	d i	<ul style="list-style-type: none"> All the pupils were interested in him He spoke a lot about Scotland (especially in the English class) He was the centre of attention in the English classes/lessons <p><i>Any 1 point from possible 3 for 1 mark</i></p>	1
2	ii	<ul style="list-style-type: none"> They have lots of free time/many hobbies There are few free-time activities offered at school Many pupils are in clubs <p><i>Any 1 point from possible 3 for 1 mark</i></p>	1
2	e	<ul style="list-style-type: none"> The shops were closed on a Sunday He had more time to spend with the family He often went hillwalking He often went to a lake to swim and windsurf The views were breathtaking/the air was fresh <p><i>Any 2 points from possible 5 for 2 marks</i></p>	2

Question		Expected Answer(s)	Max mark
2	f i	<ul style="list-style-type: none"> His German improved He got an insight into German (daily) life He became more confident He met new friends <p><i>Any 2 points from possible 4 for 2 marks</i></p>	2
2	ii	<ul style="list-style-type: none"> To study foreign languages at university To spend another year abroad <p><i>Any 1 point from possible 2 for 1 mark</i></p>	1

Section 2 – Writing

See end of answer section for advice on answering Directed Writing and Writing questions

Section 2 – Writing

Candidates will write 120–150 words in a piece of extended writing in German addressing a stimulus of three questions in German.

Mark	Content	Accuracy	Language resource: variety, range, structures
10	<ul style="list-style-type: none"> The content is comprehensive The topic is addressed fully, in a balanced way Some candidates may also provide additional information Overall this comes over as a competent, well thought-out response to the task which reads naturally 	<ul style="list-style-type: none"> The language is accurate throughout. However where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression A comprehensive range of verbs is used accurately and tenses are consistent and accurate There is evidence of confident handling of all aspects of grammar and spelling accurately, although the language may contain a number of minor errors, or even one serious major error 	<ul style="list-style-type: none"> The language used is detailed and complex There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order A comprehensive range of verbs/verb forms, tenses and constructions is used Some modal verbs and infinitives may be used The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing Sentences are mainly complex and accurate The language flows well
8	<ul style="list-style-type: none"> The content is clear The topic is addressed clearly 	<ul style="list-style-type: none"> The language is mostly accurate. However where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately A range of verbs is used accurately and tenses are generally consistent and accurate There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure. Verbs and other parts of speech are used accurately but simply. 	<ul style="list-style-type: none"> The language used is detailed and complex The candidate uses a range of verbs/verb forms and other constructions There may be less variety in the verbs used The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate Sentences are generally complex and mainly accurate At times the language may be more basic than might otherwise be expected at this level There may be an example of minor misuse of dictionary Overall the writing will be very competent, essentially correct, but may be pedestrian

Mark	Content	Accuracy	Language resource: variety, range, structures
6	<ul style="list-style-type: none"> The content is adequate and may be similar to that of an 8 or a 10 The topic is addressed adequately 	<ul style="list-style-type: none"> The language may be mostly accurate. However, in places, control of the language structure may deteriorate significantly The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses There may be errors in spelling, e.g. reversal of vowel combinations adjective endings and some prepositions may be inaccurate or omitted, e.g. I went the town. There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in the use of accents Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses 	<ul style="list-style-type: none"> There are some examples of detailed and complex language The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level The candidate relies on a limited range of vocabulary and structures There is minimal use of adjectives, probably mainly after “is” The candidate has a limited knowledge of plurals The candidate copes with the present tense of most verbs Where the candidate attempts constructions with modal verbs, these are not always successful Sentences are mainly single clause and may be brief There may be some dictionary misuse
4	<ul style="list-style-type: none"> The content may be limited and may be presented as a single paragraph The topic is addressed in a limited way 	<ul style="list-style-type: none"> The language used to address the more predictable aspects of the task may be accurate. However, major errors occur when the candidate attempts to address a less predictable aspect A limited range of verbs is used Ability to form tenses is inconsistent In the use of the perfect tense the auxiliary verb is omitted on a number of occasions There may be confusion between the singular and plural form of verbs There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order Several errors are serious, perhaps showing mother tongue interference Overall there is more incorrect than correct 	<ul style="list-style-type: none"> There is limited use of detailed and complex language and the language is mainly simple and predictable The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as to be, to have, to play, to watch There is inconsistency in the use of various expressions, especially verbs Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker An English word may appear in the writing or a word may be omitted There may be an example of serious dictionary misuse
2	<ul style="list-style-type: none"> The content may be basic or similar to that of a 4 or even a 6 The topic is thinly addressed 	<ul style="list-style-type: none"> The language is almost completely inaccurate throughout the writing and there is little control of language structure Many of the verbs are incorrect or even omitted. There is little evidence of tense control There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion Prepositions are not used correctly 	<ul style="list-style-type: none"> There is little use, if any, of detailed and complex language The candidate has a very limited vocabulary Verbs used more than once may be written differently on each occasion The candidate cannot cope with more than one or two basic verbs Sentences are very short and some sentences may not be understood by a sympathetic native speaker Several English or “made-up” words may appear in the writing There are examples of serious dictionary misuse

Mark	Content	Accuracy	Language resource: variety, range, structures
0	<ul style="list-style-type: none"> • The content is very basic • The candidate is unable to address the topic 	<ul style="list-style-type: none"> • The language is seriously inaccurate throughout the writing and there is almost no control of language structure • (Virtually) nothing is correct • Most of the errors are serious • Very little is intelligible to a sympathetic native speaker 	<ul style="list-style-type: none"> • There is no evidence of detailed and complex language • The candidate copes only with “have” and “am” • There may be several examples of mother tongue interference • Very few words are written correctly in the modern language • English words are used • There may be several examples of serious dictionary misuse