

GCE 2005  
*January Series*



# Mark Scheme

## German Specification

GR6T Advanced

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Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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*Dr Michael Cresswell Director General*

## Unit 6

The assessment objectives will be allocated in the following way.

		<b>% of A Level</b>	<b>Marks</b>
AO1	Response to written language	7.5	30
AO2	<b>Knowledge of grammar</b>	2.5	10
AO3	Knowledge of society	5	20
AO4		2.5	10
	<b>TOTAL</b>	17.5	70

The marks will be allocated in the following way.

		<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>
Part 1	Reporting / Discussion		10		10
Part 2	Conversation	30			
overall	Knowledge of grammar			20	

The following criteria will be used.

<b>Part 1</b>	<b>Reporting and Discussion Response (AO2) and Knowledge (AO4)</b>
17-20	Supplies all the information necessary, offers views and opinions and exploits almost all the opportunities for development.
13-16	Supplies a large amount of relevant information, can develop a number of ideas fully. Some success in expressing opinions.
9-12	Supplies an above average amount of information but does not develop ideas fully. Attempts to express opinions.
5-8	Supplies a fair amount of information, rarely develops ideas and is often unable to express meaningful opinions.
0-4	Supplies little or no relevant or substantial information. Generally unable to express views.

<b>Part 2</b>	<b>Response to Spoken Language (AO1) in Conversation Section Fluency</b>
9-10	Very fluent, without undue hesitation.
7-8	Generally fluent with hesitation only to find the right word or alternative expression
5-6	Prompt to respond, able to sustain a conversation, still with some hesitation.
3-4	Generally reasonable delivery but hesitating regularly between and during utterances.
0-2	Very hesitant, with frequent pauses.

<b>Part 2</b>	<b>Response to Spoken Language (AO1) in Conversation Section Interaction</b>
9-10	Interacts very well with very little prompting. Ready to take the lead and counter views.
7-8	Interacts well, but still some reluctance to take the lead and counter views.
5-6	Sustains a meaningful exchange, takes the lead only occasionally.
3-4	Reacts reasonably well and attempts to give additional information at times.
0-2	Reacts at a minimal level, almost totally reliant on prompting.

<b>Part 2</b>	<b>Response to Spoken Language (AO1) in Conversation Section Pronunciation / Intonation</b>
9-10	Very good pronunciation and intonation; occasional errors.
7-8	Good pronunciation, makes an attempt at correct stress and intonation; some errors.
5-6	Generally good performance with some attempt to produce stress and intonation.
3-4	Reasonable pronunciation with lapses in intonation, phrasing and stress.
0-2	Intelligible pronunciation with a number of errors in intonation and stress.

<b>Overall</b>	<b>This is an overall assessment of the candidate's performance in all parts of the test</b>
	<b>Knowledge of Grammar (AO3)</b>
17-20	Very good command of the language. Good use of idiom, complex structures and a wide range of vocabulary. Highly accurate grammar and sentence structure; occasional mistakes.
13-16	Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure. Generally accurate.
9-12	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors are generally minor but with some serious errors in more complex structures.
5-8	Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.
0-4	Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may cause difficulties for immediate comprehension.

**Total for Paper = 70 marks**

**GCE Advanced Level**

**French/German/Spanish**

**Examiner's Marking Summary (as used by Examiners)**



**Unit 6 – Speaking**

Winter/Summer 20 \_\_\_\_

Centre No \_\_\_\_\_

Candidate No \_\_\_\_\_ Name \_\_\_\_\_

**NOTES:**

<b>Part 1</b>	<b>Reporting and Discussion Response (A02) and Knowledge (A04)</b> CARDS (handed out): _____ / _____ (circle as chosen)
19 20 17 18	Supplies all the information necessary, offers views and opinions and exploits almost all the opportunities for development.
15 16 13 14	Supplies a large amount of relevant information, can develop a number of ideas fully. Some success in expressing opinions.
11 12 9 10	Supplies an above average amount of information but does not develop ideas fully. Attempts to express opinions.
7 8 5 6	Supplies a fair amount of information, rarely develops ideas and is often unable to express meaningful opinions.
3 4 0 1 2	Supplies little or no relevant or substantial information. Generally unable to express views.

<b>Part 2</b>	<b>Conversation - Response to spoken language (A01)</b>
	<b>FLUENCY</b>
9 10	Very fluent, without undue hesitation.
7 8	Generally fluent with hesitation only to find the right word or alternative expression.
5 6	Prompt to respond, able to sustain a conversation, still with some hesitation.
3 4	Generally reasonable delivery but hesitating regularly between and during utterances.
0 1 2	Very hesitant, with frequent pauses.
	<b>INTERACTION</b>
9 10	Interacts very well with very little prompting. Ready to take the lead and counter views.
7 8	Interacts well, but still with some reluctance to take the lead and counter views.
5 6	Sustains a meaningful exchange, takes the lead only occasionally.
3 4	Reacts reasonably well and attempts to give additional information at times.
0 1 2	Reacts at a minimal level, almost totally reliant on prompting.
	<b>PRONUNCIATION/INTONATION</b>
9 10	Very good pronunciation and intonation; occasional errors.
7 8	Good pronunciation, makes an attempt at correct stress and intonation; some errors.
5 6	Generally good performance with some attempt to produce stress and intonation.
3 4	Reasonable pronunciation with lapses in intonation, phrasing and stress.
0 1 2	Intelligible pronunciation with a number of errors in intonation and stress.

<b>Overall</b>	<b>Assessment of the candidate's performance in ALL parts of the test - Knowledge of Grammar (A03)</b>
19 20 17 18	Very good command of the language. Good use of idiom, complex structures and a wide range of vocabulary. Highly accurate grammar and sentence structure; occasional mistakes.
15 16 13 14	Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure. Generally accurate.
11 12 9 10	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors are generally minor but with some serious errors in more complex structures.
7 8 5 6	Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.
3 4 0 1 2	Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may cause difficulties for immediate comprehension.

<b>PART 1</b>	<b>PART 2</b>			<b>A03 OVERALL</b>
	FLUENCY	INTERACTION	PRONUNCIATION/ INTONATION	
/20	/10	/10	/10	/20
<b>Examiner:</b> _____	<b>TOTAL</b>			/70