



GERMAN – UNIT 4

MARK SCHEME

SPECIMEN PAPERS

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Unit 4

The assessment objectives will be allocated in the following way.

| | | % of A Level | Marks |
|-----|------------------------------|---------------------|--------------|
| AO1 | Response to spoken language | 6 | 20 |
| AO2 | Response to written language | 5 | 15 |
| AO3 | Knowledge of grammar | 5 | 15 |
| | TOTAL | 16 | 50 |

The marks will be allocated in the following way.

| | | AO1 | AO2 | AO3 |
|---------|----------------------|------------|------------|------------|
| Part 1 | Stimulus material | | 15 | |
| Part 2 | Conversation | 20 | | |
| Overall | Knowledge of grammar | | | 15 |

The following criteria will be used.

UNIT 4

Part 1 Discussion of stimulus card (A02)

| Mark | IN RESPONSE TO THE STIMULUS MATERIAL | Mark | IN THE FACE OF CHALLENGES BY THE EXAMINER |
|-------|---|--------|--|
| 5 | Develops a wide range of relevant points. | 9 - 10 | Responds readily to all opportunities to develop views and defend or justify opinions. |
| 4 | Develops a number of relevant points. | 7 - 8 | Frequent evidence of developing views and defending or justifying opinions. |
| 3 | Some relevant points made. | 5 - 6 | Little evidence of developing views and defending or justifying opinions. |
| 2 | Response is brief and lacking in development. | 3 - 4 | Meaningful views are rarely expressed. |
| 0 - 1 | Very little meaningful response. | 0 - 2 | Very little meaningful response. |

Part 2 Conversation (A01)

| Mark | Fluency |
|-------|--|
| 5 | A thoroughly confident speaker. Able to sustain a conversation at a natural pace. |
| 4 | A generally confident speaker demonstrating a good pace of delivery with some slight hesitation between and during utterances. |
| 3 | Prompt to respond but hesitating regularly between and during utterances. |
| 2 | Lacking in confidence. Inappropriate pace of delivery (fast, slow or erratic) adversely affects the natural flow of conversation. |
| 0 - 1 | The pace of delivery (either hurried and garbled or slow and halting) is such that the flow of communication is severely impaired. |

| Mark | Interaction |
|--------|--|
| 9 - 10 | Sustains a meaningful exchange with very little prompting. Responds well to regular opportunities to react spontaneously. Can develop ideas and counter views. |
| 7 - 8 | Responds reasonably well with some evidence of spontaneity. Reacts infrequently to opportunities to develop ideas and counter views. |
| 5 - 6 | Tends to react rather than initiate. Limited evidence of spontaneity in developing responses to questions seeking views and opinions. More comfortable with factual information. |
| 3 - 4 | Generally dependent on the examiner's prompting which elicits only occasional attempts to give additional information. |
| 0 - 2 | Minimal reaction with little or no development of responses independent of any prompting. |

| Mark | Pronunciation and Intonation |
|-------------|-------------------------------------|
| 5 | Very good |
| 4 | Good |
| 3 | Fairly good |
| 2 | Intelligible |
| 1 | Poor |

Knowledge of Grammar

This is an overall assessment of the candidate's performance in both parts of the test.

| Mark | |
|-------------|--|
| 13 - 15 | Very good command of the language. Good use of idiom, complex structures and range of vocabulary. Highly accurate grammar and sentence structure; occasional mistakes. |
| 10 - 12 | Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure; generally accurate. |
| 7 - 9 | A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors generally minor but with some serious errors in more complex structures. |
| 4 - 6 | Reasonable performance. Tends to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication. |
| 0 - 3 | Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may sometimes cause difficulties for immediate comprehension. |

Total for Paper = 50 marks