



**General Certificate of Secondary Education
June 2012**

German

46653

(Specification 4665)

Unit 3: Speaking

Report on the Examination

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General comments

This year saw the second award for the new GCSE Speaking tests based on a fully representative cohort.

Comments from moderators on this year echo those made last year. This report will therefore highlight in particular those aspects which went well and offer advice based on good practice.

1. Devising Tasks

We recommend that schools/colleges follow the AQA suggested format when devising tasks, as in the booklet 'Additional Exemplar Tasks: Autumn 2011 -Controlled Assessment Speaking' (see Teacher Resource Bank on AQA website) and that they submit their task to their Controlled Assessment Adviser for approval.

Most schools/colleges submitted tasks with 5 - 6 bullet points plus the unpredictable question. In many cases the number of bullet points was adequate and allowed the students to give sufficient information plus developments within the time limit of 4 to 6 minutes.

We would remind schools/colleges that the main bullet points are the task and that main bullet point questions therefore have to be asked. The formulation of these bullet points is therefore very important, because they (and not possible sub-divisions) need to reflect the assessment criteria. Furthermore, it is recommended that the main bullet points are short and precise. Some moderators noted that "Sometimes main bullet points contained more than one question, not just a '*warum*' etc, but two quite separate issues eg 'What subjects do you prefer and what are the school rules?' Putting this as one bullet point on the task sheet means that both parts have to be addressed; if not, the bullet point is not accomplished.

Other moderators reported that in some schools/colleges the bullet points were too narrow resulting in a 'quick-fire' question and answer session well below 4 minutes after which the teacher struggled to fill the remaining time with extra questions.

Where sub-divisions were used, it was usually helpful to the student, provided that the number of sub-divisions was used sparingly.

Sometimes, the main bullet points did not cover important assessment criteria, but the sub-divisions did. This usually resulted in teachers asking all sub-division questions, because they wanted to cover all assessment criteria. Often this led to a catalogue of questions, which did not allow students to develop their answers sufficiently to get into the top bands. Furthermore, if the sub-division questions replaced the main bullet point questions, i.e. if the main bullet point questions were not asked, it raised the question of whether the main bullet point could be deemed to be covered.

As last year, the topics, which were chosen by schools/colleges, were mainly 'safe' titles/tasks, i.e. well-known themes such as home/ town, free-time, school, holidays, work experience/part-time job, healthy lifestyle.

A few schools/colleges were a bit more adventurous and some moderators noted that they heard some different tasks this year, which incorporated, for example, the theme of new technology and its pros & cons. Students spoke about their reliance on mobile phones and computers and had used some nice phraseology to get their opinions across.

As mentioned last year, it became obvious that quite a lot of schools/colleges still work to the old specification and over-emphasise the need for tenses/time frames; hence the traditional 'what do you usually do in your free time, 'what did you do last weekend and 'what are you

planning for next weekend'. Apart from the fact, that this often turns out to be a tense exercise because students refer to the same activities, it raises the question of suitability of the task: is this type of task advisable for a less able student, when national grade descriptors even for Grade C do not demand different tenses?

Moderators noted that there was some but little evidence of differentiated tasks within teaching groups. This led to some less able students having to struggle through a mainly inappropriate task. As one moderator put it: "The lack of differentiation from some schools/colleges gave their students an uncomfortable experience."

Schools/colleges are reminded that although Speaking is an un-tiered unit with differentiation by outcome, it must not prevent them from setting differentiated tasks; these would give all students the chance to perform to their potential.

2. Conduct of tests and question technique

Some teachers conducted the tests well, displaying a calm and helpful manner.

They managed to achieve an almost 'natural' conversation, i.e. students were invited with a wide opening question (depending on the bullet point) to offer as much information as they could remember and this was then followed up where necessary.

Moderators reported, however, that this year -perhaps more than last year- many teachers only asked main bullet points and then let their students get on with it. This was fine for the more able students, but less able students were often left to sit through long periods of silence, e.g. 35 seconds in a 4.18 minute long recording. This is clearly a waste of almost 15% of the time, which could have been filled with simple follow-up questions to elicit more information from the student.

One aspect, which is very important, is that teachers' questions in German must accurately reflect the English bullet points. If, for example, a main bullet point on the task sheet is formulated as 'What do you think of your town?' , but the teacher asks '*Kannst du deine Stadt beschreiben?*' it may not elicit the opinions required to what appeared on the task sheet and it may carry the risk that the bullet point is not (fully) accomplished.

Most schools/colleges asked the bullet point questions in the order in which they appeared on the task sheet and the unpredictable questions came as the last question.

2.1 Unpredictable question

Most schools/colleges handled this well. The unpredictable question came last, occasionally followed up if the initial answer was very short. There was evidence that quite a lot of schools/colleges had taken last year's advice on board and flagged up the unpredictable question to their students, e.g. by saying "Und jetzt die letzte Frage" (or something to this effect).

If the student does not give an answer, the teacher may repeat or rephrase the question. If, however, the answer is incorrect and/or offered in any other language than German, teachers cannot repeat the question and the unpredictable bullet point must be classed as 'not covered' and the table in the published Mark Scheme comes into force.

Only one unpredictable question should be asked (plus possible follow-up). Schools/colleges should have a bank of unpredictable questions and should vary the question from student to student. School/college must not put the same question to all students.

2.2 Timing

Schools/colleges are reminded that the length of the speaking assignment is 4 – 6 minutes. Performances short of 4 minutes cannot gain full marks; the most a student could achieve is 29/30. Where students fell short of the 4 minutes, schools/colleges could have used some follow-up questions and/or give students sub-divisions to their bullet points. Once the unpredictable question has been asked and answered and the performance is still short of 4 minutes, further unpredictable questions may be asked (if deemed to be beneficial to the student) in order to reach the minimum time. It must be borne in mind though that it is the very first unpredictable question, which determines if this bullet point is covered or not.

There were also performances which exceeded the allowed maximum of 6 minutes, although the tasks consisted of only 5-6 bullet points. In some cases this occurred, because students spoke very slowly. Others seemed to be over-prepared and had so much to say that they could not squeeze it into the 6 minutes. Schools/colleges are reminded that any new utterance starting after 6 minutes is disregarded for assessment. This can have consequences for the student's assessment, in particular if one bullet point (usually the unpredictable question) is not accomplished, because it was outside the 6 minutes.

3. Task Planning Form (TPF)

The new regulations about the TPF were well observed: moderators noted that they did not come across any problems with drawings/pictures.

However, a large number of moderators reported the presence of conjugated verbs on the TPF. Many students lost marks because of that or because their attempts at obliterating the conjugated verbs were futile as they were still legible on the TPF.

There were also examples of students using codes, e.g. of infinitives having the ending -n in different colours (or marked otherwise).

Schools/colleges are reminded that if you find a conjugated verb form on a student's TPF that

- a) **you** tick the appropriate box on the front page of the TPF
- b) **you** circle in pencil the conjugated verb forms and
- c) it is the **student** who then has to obliterate the conjugated verb form in such a way that it is no longer legible.
- d) the **student** then can write the correct verb form (= infinitive, present/past participle) above the obliterated word.
- e) **you** check the TPF again.

The word limit on the TPF was generally observed; only very few TPFs had more than 40 words, but one extreme case contained 100+ words. Please be reminded that any utterance which is based on words beyond 40 are disregarded for assessment.

Moderators noted their impression that fewer schools/colleges than last year had used TPFs. Using a TPF can be helpful to students and AQA encourages this help. It does, however, require practising a TPF in Stage 1. Students need to be shown which words they should put onto the TPF and how to organise the TPF in such a way that it is truly meaningful and helpful.

4. Recordings

Most of the recordings were of a good quality and the assignments were conducted in circumstances conducive to getting the best out of the students.

However, there were still quite a few examples of the teacher being clear and the student faint, of echoing rooms, of background noise (adjacent lessons, noisy corridors, building work next door) and of interruption (telephones ringing, doors opening). Where this prevents the moderator from hearing what the student says, it can affect the student's mark.

Most schools/colleges submitted their recordings on CDs or memory sticks; only very few schools/colleges still used cassettes. Please be reminded that the latter will be accepted in 2013 for the last time.

Most schools/colleges did an excellent job in labelling the recordings according to AQA regulations, e.g. listing students' names per track and labelling them with component number_centre number_candidate number = 46653_12345_9876.

5. Administration

5.1 Sending marks to AQA and to the moderator

Many schools/colleges had clearly read and followed the instructions offered by AQA in the booklet "Instructions for the June 2012 AQA Examinations" and had sent the correct forms, i.e.

- Centre Mark Form (CMF) (white copy) for the recorded and unrecorded task to AQA.
- Centre Mark Form (CMF) (pink **and** yellow copy) for the recorded and unrecorded task to the moderator.

Please note that on the back of the yellow copy of the 3-part CMF instructions can be found as to how to fill in this form. Moderators noticed quite a number of errors in filling in the CMF, e.g.

- marks entered as out of 60 instead of 30
- no marks entered for some students, but the 'x' - circle was not encoded
- incorrect transfer of marks from CRF

It is also recommended that you should make a copy of the white CMF before you send off the marks to AQA so that you have a record of your students' marks, should any of the forms get lost in the post.

5.2 Submitting the sample to the moderator

Again, schools/colleges did a good job here and submitted a **complete** sample **promptly**, i.e. within 5 working days. A complete sample would contain all items listed on the 'check list', which you receive with the sample request from your moderator, i.e.

- a recording of the recorded task for all students in the sample
- completed and signed Candidate Record Form (CRF)
- completed and signed Centre Declaration Sheet (CDS)
- the task sheet for all recorded tasks used by students in the sample
- a copy of the unpredictable questions for all students in the sample
- the Task Planning Form (TPF) for all students in the sample, if used

Unfortunately, moderators reported that quite a number of schools/colleges had to be contacted regarding

- missing CRFs, CDS, task sheets, unpredictable questions and even recordings
- errors of addition on CRF
- omission of marks on CRF
- incorrect transfer of marks from CRF to CMF

Many schools/colleges copied the unpredictable questions onto the task sheet. If this sheet is not accompanied by an explanatory note, the moderator will not know if this was actually the task sheet given to students or if the school/college wanted to be helpful by copying task and unpredictable questions on one sheet or are environmentally friendly by saving paper. The moderator would have to contact the school/college to clarify the situation, which delays the start of moderation. It is therefore recommended that schools/colleges should submit the task sheet and the list of unpredictable questions on separate sheets of paper.

To avoid unnecessary delays in the moderation process, schools/colleges are strongly advised to:

- a) consult their Controlled Assessment Adviser
- b) carefully study the booklets “Instructions for the June 2013 AQA Examinations” and the “Controlled Assessment Handbook” .
- c) use the checklist which accompanies the moderator’s request for the sample.

5.3 ‘Small schools/colleges’, i.e. schools/colleges with 20 or fewer students

Please be reminded that you have to submit your marks to AQA by submitting the white copy of the CMF by 7 May and then go straight to item 1.2, i.e. to send the **complete** work and paper work for all your students to the moderator as outlined above.

6. Students’ performance

The observation from one moderator: “My impression was that students’ performances were much as last year, with a smaller number of really high class performances and fewer really poor ones” was echoed by many others.

There were some very pleasing performances, where students spoke fluently and demonstrated a wide range of vocabulary and linguistic structures, ranging from simple inversion to the correct use of subordinating conjunctions. Many students, however, offered rather unambitious vocabulary (often resorting to KS3 because of the nature of the task) and predominantly simple sentence structures with ‘und’ and ‘weil’ as the only attempts at more complex structures.

As last year, moderators commented again on students’ poor pronunciation, which often seem to prevent them from communicating their ideas unambiguously.

7. Assessment

Whilst last year a large number of schools/colleges had their marks approved, it was felt that the marking was less accurate this year with a clear trend to more leniency, particularly in communication and Range and Accuracy. Many teachers seemed to consider the volume of what was said more than the quality of utterances. Factors like repetitive language, poor pronunciation or English words impeding comprehension and lack of development were often not taken into account.

There is just the occasional incident when teachers are being too severe on their marking. This is usually in schools/colleges with many able students when students are often ranked against each other rather than assessed against the assessment criteria.

Whilst most schools/colleges, who had marked too leniently, were usually not out of tolerance by much, there was, however, also evidence of some inexplicable differences of many marks. This occurred both in schools/colleges where only one teacher marked the assignments or where more than one was involved.

In the latter case, it highlighted the need for thorough internal standardisation, which several moderators commented on.

Not observing the rules about the time limit and about conjugated verbs on the TPF also led at times to bigger differences between school/college and moderator.

7.1 Communication

There was a general tendency to be generous. When deciding on an assessment band the tendency seemed to be to go to the top mark within a band. This is only justified if all descriptors in this band have been met. Quite often schools/colleges tend to accept too readily what a student intended to say rather than what he/she actually said. You can only mark what you really hear, not what you wanted/expected to hear. Also, errors in pronunciation were often ignored and utterances which were incomprehensible even to a sympathetic native speaker of German, were given credit.

7.2 Range and Accuracy

There was a similar tendency to leniency with this criterion, in parts for the same reasons as above. Schools/colleges are advised to note:

- Using two different tenses does not automatically place a student in the top two bands; it merely gives access to the higher marking bands provided that it is backed by evidence of satisfying other descriptors in these two bands.
- In order to be awarded a mark of 7 or higher, there must be evidence of **attempts** a range of vocabulary, structures and verb tenses. There may be errors, but the message is **clear**. To achieve this wider range there must be evidence of at least some out of the following:
 - tenses
 - inversion
 - modal + infinitive
 - infinitive constructions
 - linking words (adverbs, co- and subordinating conjunctions)
- Using the same linking word/conjunction several times, does not constitute a
- variety of structures.

7.3 Pronunciation and Intonation

Quite often, less able students attempted vocabulary with which they were not comfortable. Not only will this have put a burden on their memory when practising, but more often than not they failed to pronounce these words comprehensibly even if they were written correctly on their TPF.

The pronunciation of a lot of students, however, sounded 'German', although there was also evidence of some persistent errors even with more able students: at times this affects the meaning and therefore has a bearing on the Communication mark, e.g.: *ich feinde, viel, der ist, veile*.

Lack of clarity in the pronunciation of some vowels can at times render a different meaning: *mochte/möchte, wurde/würde/werde, ware/wäre, hatte/hätte*

7.4 Interaction and Fluency

Generally, this criterion caused fewer problems. Some schools/colleges were rather lenient, awarding a slow/sluggish performance a mark of 4, whilst others were perhaps too severe and awarded a mark of 3 for a fairly fluent delivery just because there were a few hesitations.

Guidance Notes

The guidance notes provided to Moderators have been reproduced here.

1. Timings

Timing begins as soon as the teacher asks the first question relating to the first bullet point. From that point, the task should last between 4 and 6 minutes.

If the task lasts for less than 4 minutes (even 3' 59"), a student cannot get full marks for Communication. It would still be possible for this type of performance to achieve a mark of 9 for Communication. There is no impact on the other assessment criteria.

If the task lasts for over 6 minutes, marking stops at 6 minutes. If, at that point, the student is speaking, allow him/her to complete that sentence and then stop marking.

2. Coverage of main bullet points

In order to be able to score full marks for Communication, students must be able to give information on all main bullet points on the task sheet. If there are any sub-divisions within the main bullet points, these are **not** compulsory.

If one or more main bullet points are not covered by the student, for any reason*, this will affect the **maximum** mark available for Communication, as follows:

Total number of main bullet points in task	Number of main bullet points <u>not</u> covered	Maximum mark for Communication
2-3 + ! task	1	7
2-3 + ! task	2	5
4 + ! task	1	8
4 + ! task	2	7
4 + ! task	3	5
5 or more + ! task	1	9
5 or more + ! task	2	8
5 or more + ! task	3	7
5 or more + ! task	4+	5

*The reasons for a main bullet point not being covered are:

- i) The teacher fails to ask anything about that main bullet point within the allotted 6 minutes.
- ii) The main bullet point is mentioned by the teacher, but the student cannot answer.
- iii) The student gives an answer, but it is unintelligible or not relevant to the main bullet point.

3. The unpredictable question/bullet point

In order to accomplish the unpredictable bullet point, the student must answer by using a verb. If that is not the case, then the bullet point is not covered and the table above must be used in order to arrive at a mark for Communication.

It is unlikely that the answer given in response to the unpredictable bullet point will be as well developed as the main bullet points. If a student has developed fully answers to the main bullet points and gives a short answer, including any part of a verb (eg present participle,

infinitive) to the unpredictable bullet point, he/she will still have access to full marks for Communication provided the response is complete.

If a teacher asks more than one unpredictable question, the first one that is asked is the one that should be considered when deciding whether it has been answered appropriately, using a verb. Two-part questions for the same unpredictable bullet point are acceptable practice, for example, 'Do you like...? Why (not)?' or 'Do you prefer x or y? Why?' Credit should be given for the language produced in both parts. If a teacher goes on to ask other unpredictable questions, probably to make the task last at least 4 minutes, these should be taken into account when awarding an overall mark.

Once the student gives an incorrect answer (either in German, in English or in any other language) then no further rephrases are possible.

If the student gives a partially correct answer in German, then the teacher can ask more questions to elicit further information so that the bullet point is fully covered.

If a student says, in German, 'I don't understand' or 'Please repeat' (or equivalents) then this counts as a request for clarification and the teacher is allowed to repeat or rephrase. This does not count as an answer. (If this were said by the student in English or in any language other than the one being tested, then it would be an incorrect answer and no more rephrasing would be allowed).

If the student says, either in German, in English or in any other language, 'I don't know' (or equivalents) then this counts as an incorrect answer and no more rephrasing would be allowed.

If the student says nothing in response to a question then the teacher can repeat or rephrase until the student does respond (or until the 6 minutes are up).

If the teacher asks as the unpredictable question a question which has already been asked as one of the student's main bullet points, then the student has not been asked an unpredictable bullet point and the table in Section 2 (coverage of bullet points) applies.

If, however, the unpredictable question is different from a main bullet point, but elicits some repeat of information that has already been given in answer to one of the main bullet points, then any additional information can be credited. For example, the main bullet is 'Tell me about your family'. In a long answer, the student says that he/she doesn't get on well with his/her brother. The unpredictable question is 'Do you normally get on well with your family?' and the student says 'I get on well with my parents (new info) but not my brother (repeat)'. Although the unpredictable is connected to one of the main bullets, it is not the same question.

A student is not necessarily required to manipulate language in order to accomplish the unpredictable bullet point.

4. The criteria for assessment

All of the criteria should be considered when deciding on a mark, but the following guidelines may prove particularly useful.

(a) Communication

Must the teacher ask extra questions for the student to gain the highest marks for Communication?

No. If the student develops fully his/her answers to each main bullet point there will be no need for extra questions to allow the student access to the highest marks for Communication.

Can students get a high mark even if there is little interaction with the teacher?

Yes. Interaction and fluency are a global concept. Students can have access to full marks with minimal teacher input as long as they have provided full and developed responses. This is still true even if there is little interaction with the teacher.

If a student answers a main bullet point eliciting reference to future events by using a present tense verb, will he/she be penalised under Communication?

No, not if the response successfully communicates what the main bullet point required. However if aiming for a high mark for Range and Accuracy, the student must make sure he/she uses at least two different tenses over the task as a whole.

Must a student give some information relevant to the actual question the teacher asks in order for the bullet point to be accomplished?

Yes. If a student gives an answer that provides information in relation to another bullet in his/her task but does not contain information relevant to the question the teacher has actually asked (eg because the teacher and student get out of sequence), the bullet cannot count as being accomplished. The teacher may ask the bullet again to give the student the chance to offer relevant information.

Can the answer still be considered to give some relevant information even if the tense is wrong?

Yes.

Examples:

What did you do last weekend?

The following answers would be regarded as having some relevant information and would be acceptable:

'Football'

'I play football'.

The following answer would be regarded as unacceptable on the basis that it was clearly not answering the question being asked: it is not only the tense formation that is wrong. There are other indications that the student is not answering the question being asked:

'Next week I will play football' (using a future tense verb).

If the student gives exactly the same response to more than one bullet point and that answer gives relevant information in each case, will the response count as having accomplished the bullet in each case?

Yes.

Example:

Bullet 3 – What did you do last weekend?

'I play football'

Bullet 5 – What do you normally do at weekends?

'I play football'

Both bullets will be judged to have been accomplished.

9-10 marks

- Students can speak with confidence and narrate events where appropriate. In order to do this, they will have to develop their answers well.
- They will have to offer ideas / opinions / points of view (minimum 2) and be able to explain them.

7-8 marks

- The answers will be regularly developed, even though some of them may not be. However, for the award of a mark in this band, most answers will show some development.
- There is a requirement to give opinions (minimum 2).

5-6 marks

- There will still be evidence of an ability to develop some answers.
- There is a requirement to give opinions (minimum 2).

3-4 marks

- Few responses are developed, but for some questions you can expect replies to go beyond the minimal, even if this is in the form of lists or very simple sentences.
- There is a requirement to give opinions (minimum 2).

1-2 marks

- Very few appropriate responses are developed, but therefore there has to be evidence of development, however basic, in at least one reply.

0 marks

- No relevant information is communicated, but a student could still give some very minimal replies and still score zero if there was no development at all.

(b) Range and Accuracy of Language

- For performances with a large amount of complex language but lots of errors the following should be noted: the Accuracy strand in Range and Accuracy has a bearing on communication of intended messages. If communication is not taking place the marks awarded have to reflect this and a mark of 8 could not be awarded. If for, example, the Range strand warrants 10 marks and the Accuracy strand warrants 4 marks, then a maximum mark of 7 would be appropriate.
- To cover the future tense only *werden* + infinitive can be accepted. A present tense verb with a future time marker (eg *Nächste Woche fahre ich...*) does not.
- The present subjunctive does not count as a separate tense from the present indicative. However, *ich möchte* is imperfect subjunctive and therefore a different tense.
- A construction using the present tense to refer to the past (eg *Ich spiele seit drei Jahren Klavier.*) counts as the present tense.

9-10 marks

- A variety of **tenses** must be used. This means two or more. The tenses could come from the same time frame (for example the preterite and the imperfect) but a greater range of tenses will add to the complexity of the language used and

most students getting marks in this band will probably use three or more tenses, unless the nature of the task does not allow it.

- There will be complex structures, but remember that this is GCSE level and not higher. Complexity can be achieved by using any structure listed on the 'Score Sheet'; the wider the range of structures the higher the mark will be. Complexity can also be achieved by variety of expression, for instance *auskommen mit* instead of *sich verstehen mit*, or *es gefällt mir* instead of *ich mag*.
- There needs to be a wide range of vocabulary. This means that students will not be too repetitive in the words they use.
- Errors usually appear in complex structures, or they may be minor errors, for instance of gender, which do not appear too often.

7-8 marks

- Two or more tenses must be used.
- Some complex structures will be used, but the note about what constitutes complexity for the 9-10 band will apply here.
- There must be a range of vocabulary, so students in this band will again be trying to avoid repetition of the more common words.
- Errors occur, but the message is clear, so that the type of mistake made will not prevent communication.

5-6 marks

- There is no need for students to use more than one tense to be awarded a mark in this band.
- Sentences are generally simple but occasionally more complex. There will be more repetition of simple constructions here, but sometimes a more unusual structure will be used.
- Errors are quite frequent, but the language used is **more accurate than inaccurate**. This should be apparent from the annotation used for marking.

3-4 marks

- The sentences are short and simple and probably there will be quite a lot of repetition of the more common verbs, such as *haben*, *sein*.
- The vocabulary is very limited, so there will probably be quite a lot of repetition of the same words.
- Errors are very frequent and it will be more inaccurate than inaccurate, or there will be relatively little said, so the lack of evidence means we cannot go into a higher band.

1-2 marks

- There are only isolated words of vocabulary with the occasional short phrase. It may well be that there is quite a lot of silence.
- Errors often impede communication, or there is very little evidence to enable us to form an opinion.

(c) Pronunciation and Intonation

5 marks

- Consistently good accent and intonation are required. 'Accent' means 'pronunciation'.

4 marks

- Generally good. It may be that problems arise mainly with the sounds that students traditionally find more difficult, such as 'ch' or 'ei-ie' in German.

3 marks

- Generally accurate, but there is some inconsistency. As well as the more common mispronunciations, there may be problems with vowel sounds and anglicised words, such as aspirated w (*whas*), letter 'r' (*dry/drei*), o/ö and u/ü.

2 marks

- What is said is understandable, although comprehension is sometimes delayed. In other words there will be occasions where we have to listen very carefully to what is being said in order to get the intended meaning.

1 mark

- What is said is barely understandable and comprehension is difficult. There may well be very little to go on, because not much is said by the student.

(d) Interaction and Fluency

5 marks

- The student responds readily, without significant pause before answering the questions.
- There is initiative, as the student is able to fully develop answers to the questions.
- The conversation is sustained at a reasonable speed, but clearly not at native speaker pace.

4 marks

- The student will again have to answer without hesitation.
- The replies will go beyond the minimum, although there will not be as much development as in the top band.
- There is some flow of language, even if from time to time there is some pausing for thought.

3 marks

- There are ready responses, where the student can answer reasonably promptly most of the time.
- There is little if any initiative, so the student may not develop answers to any great extent.
- There is an ability to sustain a conversation, so that any hesitation does not break up the interchange of information too much.

2 marks

- There is some reaction to the teacher's questions, but the student is sometimes hesitant. In practice, there will be more sections of the test where the student is thinking what to say or cannot answer.
- There is little natural flow.

1 mark

- There is little reaction to what the teacher asks and the student is so hesitant that the conversation becomes disjointed. There will in all probability be lots of silence during the task.

(e) Limiting marks

- It is not possible to go more than one **band** higher than the band in which the Communication mark was given when awarding marks in the other categories.

For instance, if 5 is awarded for Communication, the highest mark that can be awarded Range and Accuracy is 8, and for Pronunciation and Intonation and Interaction and Fluency the maximum mark would be 4.

- It is possible to give marks in lower bands for Range and Accuracy, Pronunciation and Intonation and Interaction and Fluency than the band in which the mark for Communication was given.
- If one mark or more is awarded for Communication, at least one mark must be given in all other categories.
- If 0 is awarded for Communication, 0 must be given for all other categories.

There will no longer be face-to-face teacher standardisation meetings in the Autumn Term. These will be replaced by teacher online standardisation, which will be available on AQA's website from September 2012. Teacher online standardisation is a web-based system available at anytime and anywhere with an internet connection. It will have a selection of speaking tasks from the June series and teachers will be able to mark them and check their marks against the correct marks awarded and to read the accompanying commentaries and other supporting documentation. This means that all teachers of German within a department will be able to mark the tasks, either together or independently, and to discuss those marks without having to take time out of school. To use the system teachers log on to e-AQA (Examinations Officers have access to e-AQA) and select 'teacher online standardisation' from the list of teacher services and choose 'German'. For more information please see <http://web.aqa.org.uk/support/teacher-online-standardisation/index/php>.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion