
GCSE

GERMAN

Unit 3 Speaking
Report on the Examination

4665
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General comment

This year saw the fourth cohort of students taking Unit 46653 and it showed that a good number of schools/colleges are now fully conversant with its demands, whilst others clearly do not seem to have taken on board the advice offered in previous reports or used help offered online or at AQA meetings.

Those schools/colleges who got things right in terms of administration and assessment must be congratulated. Their good practice will be highlighted in this report for the benefit of those who may have struggled with one or more aspects of this moderated unit.

Administration**Sending marks to AQA and to the moderator**

Most moderators were pleased to report a slight improvement in schools'/colleges' administration. Clearly, many schools/colleges had read and followed the instructions offered by AQA in the booklet "Instructions for the June 2013 AQA Examinations" and had sent by the deadline date, ie 7 May, the

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

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.

Submitting the sample to the moderator

Moderators noted a few more problems with the submission of the sample this year. Moderators had to contact schools and colleges more often about missing paperwork.

Many schools/colleges submitted a **complete** sample **promptly**, ie 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, ie

- the recordings 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 on a **separate** sheet of A4
- the Task Planning Form (TPF) for all students in the sample, if used

Unfortunately, moderators reported that quite a number of schools/colleges submitted their samples rather late, well beyond 5 working days and that schools/colleges had to be contacted regarding

- missing CRFs, CDS, task sheets, unpredictable questions and even recordings
- receiving recordings for the unrecorded task rather than the recorded task
- not sending all candidates' work requested by the moderator
- 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. It was already mentioned in last year's report that unless this sheet is accompanied by an explanatory note the moderator has to contact the school/college to clarify why the unpredictable questions are on the task sheet, which delays the start of moderation.

Schools/colleges should therefore 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 2014 AQA Examinations" and the "Controlled Assessment Handbook".
- c) use the checklist which accompanies the moderator's request for the sample.

Schools/colleges with 20 or fewer students

A lot of administrative problems seem to arise from schools/colleges with 20 or fewer students, who do not receive a sample request from a moderator which includes the check list in item c) above.

Please be reminded that such schools/colleges have to submit their marks to AQA by submitting the white copy of the CMF by 7th May and that they are supposed to send **by the same date the complete** work and paper work for all students to the moderator as outlined above.

Students' performance

The following observation from one moderator was shared by many others:

"Performance was generally much the same as last year ... perhaps slightly poorer. There were some very good performances deserving full or almost full marks where students produced well developed answers throughout and showed competent handling of a variety of complex structures as well as using varied vocabulary."

However, many performances showed repetitive and predominantly simple sentence structures with limited evidence of using appropriate linking words and different complex structures. Students' vocabulary was characterised by a dominance of KS3 and Foundation Tier vocabulary.

Errors - both in grammar and in pronunciation (including the use of English words) - sometimes prohibited clear communication, an aspect that was not always taken into consideration in schools'/colleges' assessment of students' work.

A rather worrying observation was shared by a number of moderators:

"I sometimes felt that the students could have achieved more, but a better performance was hindered by a poor task, poor recording quality/conditions, unhelpful conduct of the test and non-observance of the regulations concerning the TPF. Usually, only one of these aspects played a role, but often two or even three came together and exacerbated the situation."

Schools/colleges are therefore reminded of the importance of the following aspects, which at times did influence the students' performances and the marks.

Task design

A number of moderators commented that:

“Tasks can still be a problem. There are still a number of schools not following AQA recommendations. They should contact their controlled assessment adviser for help.”

It is indeed recommended that schools/colleges follow the AQA suggested format when devising tasks, eg as in the booklet ‘Additional Exemplar Tasks: Autumn 2011 -Controlled Assessment Speaking’ (see AQA website) and that they submit their task to their Controlled Assessment Adviser to ensure that it is appropriate.

A number of differences compared to last year were noted. There were a lot of tasks without any contextualisation whatsoever. The task sheet had just five bullet points without giving a context, a formulation of the task or a rubric.

There were also some isolated examples of more innovative task design. One moderator commented:

“One I liked particularly was ‘Preparing a first Skype interview with an exchange partner’. Although the content was more or less the usual ‘self’ material, I thought the teacher had contextualised it really well.”

Most schools/colleges submitted tasks with 5 - 6 bullet points + 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. Moderators saw a larger number of tasks this year with 10 or more bullet points, usually aiming at the lower ability range.

Schools/colleges are reminded 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 advisable to keep the main bullet points short and precise. Some moderators noted that:

“Sometimes main bullet points contained more than one question, not just a ‘*warum*’, but a list of several questions, eg B1 ‘Where did you go on your last holiday? Who did you go with? When did you go? What was the journey like?’

Putting all these questions as **one** bullet point on the task sheet means that **all** parts have to be addressed; if they are not, the bullet point is not fully accomplished.

Other moderators reported that in some schools/colleges, mainly in those who used a large number of bullet points, these 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.

Moderators’ general impression was that sub-divisions are not widely used. Where they were used, it usually proved to be helpful to the student, provided that the number of sub-divisions used was not excessive. Please remember that the sub-divisions are meant to be aide-mémoires for the student, ie short (one word) notes to remind them what could be said in answer to the main bullet point. Sub-divisions are not supposed to be fully formulated questions which are then put to all

students, because this turns them into obligatory questions and usually results in very similar answers by all students.

Most schools/colleges used the same range of tasks as in previous years: ie well-known themes such as home/ town, free-time, school, holidays, work experience/part-time job, healthy lifestyle. The topic 'environment' struck one moderator as more unusual, although at that school/college:

"it proved to be not universally appropriate to the different tiers of ability as less able students struggled with the more demanding vocabulary and concepts."

It would appear that this year more schools/colleges devised tasks in the present tense only. This is fine for less able students who, with the best will in the world, would not get a Grade A. Having said that, there are still quite a lot of schools/colleges who over-emphasise the need for tenses/time frames; 'what do you usually do on holiday?', 'what did you do on your last holiday?', 'what are your plans for the next holiday?' and 'what is your ideal holiday?'. 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 if set across the whole range of ability.

Moderators continue to note that there is very little evidence of differentiated tasks within teaching groups. The result can be summarised in the words of one moderator:

"This led to some less able students having to struggle through a mainly inappropriate task the lack of differentiation from the majority of schools/colleges gave some students an uncomfortable experience."

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

Conduct of tests

Some teachers conducted the tests well, displaying a calm and helpful manner and engaging their students in an almost 'natural' conversation. These teachers would for example ask follow-up questions if a student had come unstuck and so managed to elicit more information from the student.

Many teachers, however, only asked main bullet points and then let their students get on with it. This was fine for the better students, but less able students need the support and need to be asked more questions and simpler questions to let them perform at their level. It was at times painful to listen to students desperately trying to remember what they wanted to say or to produce language which was well beyond their ability.

Most teachers asked the bullet point questions in the order in which they appeared on the task sheet, although there are still a number of schools/colleges who jumbled up the order, forgot to ask a main bullet point question or asked questions which left the moderator guessing where they were in the task. The latter usually occurs if teachers' questions in German do not 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 the school rules?', but the teacher asks '*Kannst du deine Uniform beschreiben?*' it will elicit a very different answer. It leaves the moderator in a dilemma. Is the question meant to reflect the bullet point about school rules or is it an unpredictable question asked out of sequence? In other words, is the bullet point accomplished or not? Inevitably, this will affect the marks.

Several moderators reported that they felt that:

“...native speakers were sometimes disadvantaged as the teachers seemed so impressed at the candidates’ fluency that they forgot to ask some of the bullet point questions and rather conducted a general conversation”.

The unpredictable question was generally handled well. The best schools/colleges flagged up to their students (and the moderator) that they were now asking the unpredictable question, eg by saying *Und jetzt die letzte Frage*.

Others just added it as if it was another bullet point. A few schools/colleges asked the unpredictable question in the middle of the series of bullet points. Quite a number of schools/colleges asked unpredictable questions which were not listed on their sheets. This is not helpful to the student nor to the moderator.

If the student does not give an answer to the unpredictable question, 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 Controlled Assessment Handbook on p. 18 comes into force. There was more evidence this year that teachers repeated the unpredictable question, even if the student had clearly said “I don’t know”.

Only one unpredictable question should be asked (+ possible follow-up). Schools/colleges should have a bank of at least four to six unpredictable questions. Moderators reported that many schools/colleges did not have a sufficient number of unpredictable questions and did not vary the question from student to student, but often put the same question to the whole set.

Unfortunately, timing continues to be an issue. Schools/colleges are reminded that the duration of the speaking assignments is four to six minutes.

Performances short of four minutes cannot gain full marks; the most a student could achieve is 29/30. Where students fell short of the four minutes, schools/colleges could have used some follow-up questions and/or given students sub-divisions to their bullet points. Once the unpredictable question has been asked and answered and the performance is still short of four 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 a lot of performances which exceeded the allowed maximum of six minutes. 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 six minutes. Schools/colleges are reminded that any new utterance starting after six 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 six minutes.

Task Planning Form (TPF)

Although the regulations about the TPF have been widely circulated over the last two years and should be known to all schools/colleges, almost all moderators noted that:

“Conjugated verbs are still a problem, either not noticed by the teacher, who has signed to say the TPF is ok or not obliterated properly by the student. Can it be reiterated that adding an “n”, in

pencil or in a different coloured pen constitutes a code and certainly doesn't count as the conjugated verb being obliterated"?

Schools/colleges are reminded of what you should do if you find a conjugated verb form on a student's TPF:

- 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 180 words. Please be reminded that any utterances, which are based on words beyond 40, are disregarded for assessment.

Moderators gained the impression that about half of all schools/colleges used TPFs. Although checking the TPFs for conjugated verbs takes some time, students should be encouraged to use a TPF. It can be helpful to students, especially if:

"... students had organised their TPF well into sections for easy retrieval of vocabulary..."

If, however, the TPFs consists of what seems like random lists of words, it may prove less useful.

Recordings

There were only a few schools/colleges who still used cassettes this year. Please be reminded that as of next year (2014) cassettes are no longer accepted.

Most recordings were of a good quality, however, many moderators commented that the recording conditions in schools/colleges were far from ideal.

Moderators noted:

"Schools/colleges need to be reminded about the need to find a quiet area to conduct the test, ie one which will not be disturbed by squeaky doors, other pupils' shouting outside the door at break-time ... furniture shifting in neighbouring classrooms, doors slamming, mobile phones ringing sound during recordings or by someone entering the exam room."

There were also quite a lot of examples of the teacher being loud and clear but the student very faint. Please ensure that the microphone is directed to the student. After all, where poor recordings/recording conditions prevent the moderator from hearing what the student says, it can affect the student's mark.

Most schools/colleges did an excellent job in labelling the recordings according to AQA regulations, eg listing students' names per track and labelling them with component number_centre number_candidate number = 46653_12345_9876. Please bear in mind that moderators have to work to a very tight time schedule. If they receive a CD or a USB-stick which just says Track 1 etc, it takes a long time to identify which track is which student and wastes moderators' time.

Assessment

On the whole, schools/colleges must be congratulated on the quality of their assessment. However, a lot of schools/colleges tended to mark leniently. If leniency occurs in all four assessment criteria, this can quickly lead to marking being out of tolerance.

Factors, which seem to have contributed to lenient marking, are similar to last year's: schools/colleges do not always fully take into account a student's repetitive language, poor pronunciation or English words impeding comprehension and lack of development. Not observing the rules about the time limit and about conjugated verbs on the TPF also led at times to differences between schools'/colleges' and moderator marks.

Communication

Where schools/colleges got it wrong it could be attributed to underestimating the amount of information and development which was required to place a student in a particular band for Communication. Also, not enough consideration was given to whether communication was affected by errors in grammar and pronunciation.

Range and Accuracy

There was a similar tendency to leniency with this criterion. Schools/colleges were too lenient, particularly on Range and Accuracy, awarding 8 when the student had perhaps just used 'weil' and a couple of tenses. Long lists of rooms/subjects/furniture etc show some knowledge of vocabulary, but do not show a good range of structures underestimating what was required in the way of complex structures to access the higher bands for Range and Accuracy of Language.

Pronunciation and Intonation

The one area which was definitely not as good as previously was Pronunciation, mostly as a result of students preparing and learning a lot of material which they did not really understand. They may have come across it all on paper, but speaking is a different matter. Too often poor pronunciation impacted on Communication, but this was not taken sufficiently into account when marking the work.

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 strict and awarded a mark of 3 for a fairly fluent delivery just because there were a few hesitations.

Important Information

There are no longer face-to-face teacher standardisation meetings in the Autumn Term. These have been replaced by teacher online standardisation, which will be available on AQA's website from September 2013. 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://www.aqa.org.uk/about-us/what-we-do/products-and-services/teacher-online-standardisation>

Terminology – a Glossary

Task Sheet	The sheet containing the main bullet points in English which form the task.
Main Bullet Points	The number of main bullet points which make up the task and which the student must address.
Unpredictable Question/Bullet Point	The last question asked by the teacher, which the student has not prepared in advance. Shown as ! on the Task Sheet.
Task Planning Form	Downloadable from the AQA website, this is the form that a student uses as a prompt during the task. It is not compulsory.
Centre Mark Form	There are 2 of these, one for the recorded task (SR) and another for the unrecorded task (SU). There are 3 copies, white, yellow and pink. Before May 7 in the year of entry, the marks for all students are entered on the form. The white copy goes to AQA and the other two go to the school's moderator, who will then select a sample.
Recorded Task	The recording of this task is sent to the moderator if the student is in the sample. Only one task is sent for moderation.
Unrecorded Task	This is the second task (which may in fact have been recorded) but only the marks for this task are sent to AQA and the moderator, not the recording.
Candidate Record Form	This form is available on the AQA website and must be filled in for all students. It includes the breakdown of marks for the recorded and unrecorded tasks.
Centre Declaration Sheet	This is also available on the AQA website and is a declaration by the school that the work is that of the students and has been carried out in line with the requirements of the specification.

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

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 before you finish conducting the test. The only exception to this would be if you had a student with a disability where the Joint Council for Qualifications procedures allow you to give up to 25% additional time in order for the student to complete the task. In such circumstances you should enclose a note to the moderator explaining why additional time was granted (if the work for the student is called for by the moderator as part of the sample for your school).

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.

Students may ask the teacher to repeat/rephrase a question, if they do not understand. Likewise, if the student starts to give the answer to the wrong bullet point, the teacher is allowed to step in and repeat and/or rephrase.

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. The clause used, however, need not be totally accurate provided it communicates the required message in the answer to the question. See the following examples:

- in reply to the question *Was machst du gern in deiner Freizeit?* - *Ich mag gern gehe zu Theater* would be acceptable
- if an infinitive is used in place of a finite verb this would be acceptable as in reply to the question *Was machst du am Wochenende?* - *Samstags ich ausgehen mit meine Freunde*
- the correct person of the verb in the wrong tense would be acceptable, as in reply to the question *Was hast du letztes Wochenende gemacht?* - *Am letzten Wochenende ich gehe in die Stadt.*

Where a wrong person of the verb leads to ambiguity and the message is not communicated, the unpredictable bullet will **not** be achieved. For example in reply to the question *Was machst du am Wochenende?* - *Sie geht einkaufen.*

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 more than one unpredictable question is asked, 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 other unpredictable questions are asked, probably to make the task last at least 4 minutes, these should be taken into account when awarding an overall mark.

If the unpredictable questions are not provided, then the last question to be asked counts as the unpredictable question as long as it does not relate to the final main bullet point (in which case it is considered as a follow-up question).

If the unpredictable question is asked in the wrong place, this is still credited.

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.

Does an opinion have to be a personal opinion or can it be someone else's other than the speaker's?

It can be a reported opinion.

Example:

What do you think is good about your school?

In my school you have to wear a uniform. There are many opinions about the school uniform and whether it is good or not. Some people think it's not good because it's uncomfortable.

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.

If a student does not wait for the teacher to ask questions but simply delivers his/her answers to the bullets in the task, will the bullets be judged to have been accomplished?

Yes. However, in response to any question the teacher does actually ask, the student must give some relevant information – see above.

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...*) cannot.
- 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 perfect 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 accurate**, 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'. Isolated errors in an otherwise full and correct performance can be ignored (ie. we are not looking for a 100% flawless performance).

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 zero is awarded for Communication, zero must be given for all other categories.

German Speaking Score Sheet

	Com / P & I / I & F	Range	
B1		Tenses Pr Imp Perf Plu FT	
B2		mochte würde hätte wäre	
B3		sep.v refl.v	
B4		Structures INV Mod + Inf Connectives - außerdem - leider - normalerweise - others	
B5		CC - und - aber - oder - denn - deshalb	
B6		SC - dass - weil - wenn - als - obwohl - um... zu - zu + inf - rel. cl. - others	
U			
	Com =	/10	
	R & A =	/10	
	P & I =	/5	
	I & F =	/5	
	Total =	/30	

GCSE German - Symbols for Speaking Score Sheet

Communication

- √ = utterance including a verb communicated without ambiguity
- + = phrase (no verb) which communicates
- .
- ? = some ambiguity
- x = utterance failed to communicate or none given

Development / Explanation / Opinion

- d = development (place over √ / + for each development)
- R = reason/explanation (over the tick)
- | = opinion (place a dash in the Op column for each opinion expressed)

P & I / I & F

- P = error in pronunciation (place under ticks)
- E = English pronunciation or heavily anglicised (place under ticks)
- ^ = hesitation (place under or between ticks)

Range and Accuracy

- √ = structure used accurately
- x = structure attempted, but inaccurately formed (x placed over the tick)
- x = structure so inaccurately formed that it is hardly recognisable