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# GCSE GERMAN

Unit 3 Speaking  
Report on the Examination

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## General comment

The Specification has now been running for five years and this year's moderation clearly showed that the majority of schools are now fully conversant with its demands.

A large number of schools must be congratulated on their students' performances, the excellent assessment of their students' work and their administrative efficiency. For the benefit of those schools who may have struggled with one or more aspects of this component, the following report will hopefully offer further advice on how to improve in any of the areas mentioned above. The comments on these aspects in particular will therefore echo those already made in the last two years.

### 1. Students' performances

Almost all moderators commented that students' performances this year were "generally much the same as last year", covering the full range of ability from very poor performances in the 1/2-band (although few and far between) to outstanding performances, where students were able to use a wide range of vocabulary and complex structures with ease, confidence and accuracy.

The best performances come from students who are well prepared, but also understand what they are saying (rather than merely reciting).

It was, however, also noted that

"many students who scored 25 and above demonstrated a brilliant memory rather than a clear understanding of the language. This was borne out by awkward pauses when trying to recall memorised structures and an inability to formulate a truly spontaneous accurate answer to the unpredictable question."

To some extent this also applies to less able students who attempted to learn by heart virtually the same text or a very similar text to the one their more able classmates could produce. Invariably their performance suffered because they could simply not produce the same level of language. A typical performance was then characterised by more and longer breaks in communication, incomplete sentences (because more items of vocabulary and/or structures were not fully memorised) or even totally incomprehensible utterances.

Furthermore, recurring pronunciation errors, stressing wrong syllables of words and/or a very monotonous intonation are often caused by learning large passages of language by heart without fully comprehending what is said.

Less able students in particular, who had clearly taken a lot of trouble to memorise larger chunks of language, often tired and faltered halfway through the test resulting in a rather uneven global performance.

Many students appear to have been trained well in using a wider range of language structures. Again, more able students managed to integrate a range of complex structures, such as coordinating and subordinating conjunctions in their performances, and managed to use these structures in an appropriate context. There were, however, also a lot of examples where conjunctions were used for the sake of it, sounding artificial or actually not making sense.

*"Jeden Tag esse ich 5 Portionen Obst und Gemüse, obwohl das gesund ist, weil es lecker schmeckt."*

Sentences with *weil* were widely used by all students, and often accurately constructed – even the less able students usually managed at least one correct rendering of phrases such as *weil es interessant ist*, in amongst many “*wiel ist interessant*”.

Some students had obviously been drilled into following up every opinion with a *weil* clause. Often this led to very repetitive sentence structures, e.g. *Ich mag Mathe, weil ... Ich mag Englisch, weil ... Ich mag nicht Geschichte, weil ...*

Schools are reminded that using the same structure like *weil* ten times, does not constitute a ‘wide range’. Furthermore, giving explanation is only needed in the 9/10-band, where students should aim to use a more varied way of offering explanation (*da, denn, deshalb, deswegen, also, um..zu*).

Many students used some other conjunctions in set phrases only. Usually the only evidence for *als* occurs in *Als ich jung/klein/x Jahre alt war, ...* and *wenn* occurs in topics like shopping, e.g. *Wenn ich viel Geld hätte, würde ich ...* Rather pleasingly inversion was often observed following the subordinate clause and subjunctives such as *würde/wäre/hätte* in *wenn*-clauses were frequently successful. Poor pronunciation of the umlauts did, however, often render utterances ambiguous.

Although it is not a requirement for GCSE, moderators also noted an increase in the use of the passive voice, which was usually restricted to the school topic. *Meine Schule ist sehr alt, sie wurde xxxx gebaut/gegründet.*

Some of the more able students also offered fairly mature thoughts, e.g. on their future plans or the environment, and backed these up with appropriate, i.e. KS4 Higher Tier vocabulary. Many students, however, even able ones, resort to ‘safe’ performances which were characterised by a dominance of KS3 and Foundation Tier vocabulary, based of course on equally ‘safe’ options of topics.

Whilst on the one hand moderators felt that students had become a bit more ambitious in exploring a wider range of structures, they were on the other hand also dismayed to note yet again that many students could have achieved more, but that a better performance was hindered by:

- a poor or poorly targeted task
- unhelpful conduct of the test and/or
- non-observance of the regulations concerning the TPF

Schools are therefore reminded of the importance of the following aspects, which at times did influence the students’ performances and their marks. The points mentioned below are not new, but clearly need reiteration.

## **2. Task devising**

### Layout of tasks

It is recommended that schools follow the AQA suggested format when devising tasks, e.g. as in the booklet ‘Additional Exemplar Tasks: Autumn 2011 -Controlled Assessment Writing & Speaking’ (see AQA website) and to submit their task to their Controlled Assessment Adviser to ensure that nothing has been missed out.

While many tasks did follow AQA recommendations, there were still quite a lot of tasks without any contextualisation whatsoever, i.e. without giving a context, a formulation of the task or a rubric. Where a rubric was given, it was often incorrect, e.g. “you could include”, which does, of course, apply to Writing but not to Speaking. Whilst this in itself may not necessarily be a problem, it often revealed a misunderstanding of the Specification requirements and a task with a rubric ‘you could

include' led to a loose/general conversation, which left the moderators guessing what actually the task was supposed to be. A task must have clearly identifiable bullet points (see below).

Schools are also reminded that the task has to be set entirely in English. Moderators perceived an increase in tasks, where either the title or even the whole task was set in German, which is of course unacceptable as it provides the students with vocabulary.

### Main bullet points/sub-divisions

Most schools submitted tasks with 5 - 6 bullet points + the unpredictable question (UPQ). 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 also saw a number of tasks with 7 or more (up to 13) bullet points, usually aiming at the lower ability range.

Schools 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 recommended to keep the main bullet points short and precise. One moderator noted that:

“there are still schools that will ask four questions in one, resulting in students not fulfilling the bullet point properly, e.g. ‘tell me about your family, their appearance, their jobs, their hobbies. Do you get on well with them?’ – that one question could almost have been a whole task”

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.

The trend to use more sub-divisions seems to continue. Where they were used, it usually proved to be helpful to the student, provided that sub-divisions were used sparingly. Please remember that the sub-divisions are meant to be aides-memoire for the student, i.e. 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 from all students.

### Topics

There were some isolated examples of more innovative tasks, e.g. an interview for a summer job in a German speaking country, which offered a nice cross-context approach (yourself, strengths of character, work experience, future career plans). One school skilfully adapted the topic of “My life as a celebrity” by inviting their students to assume the role of a character in the film “*Sommer*”. Another school managed to discuss aspects of the film “*Das Wunder von Bern*” with their students.

Most schools chose very safe topics (i.e. well-known themes such as home/ town, free-time, school, holidays, work experience/part-time job, healthy lifestyle). Compared with last year, moderators noted an increase in the number of schools which offered some differentiation and adapted the tasks or bullet points to suit the ability of the students. However, much more could be done here as there are still quite a lot of schools who over-emphasise the need for tenses/time frames or as one moderator put it:

There were too many just tense exercises of the *diese/letzte/nächste Woche* variety.

Apart from the fact that this often turns out to be just 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. Tasks for less able students should not necessarily demand three tenses. A minimum of two different tenses only has to be demonstrated by those aiming at Grade A.

Schools 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 at their optimum level.

### 3. Conduct of tests

Many teachers conducted the tests well; they engaged their students in as natural a discussion as possible, gave the occasional encouraging “Ja, gut” (or similar expressions) and asked short questions following the main bullet points in the order in which they appear on the task sheet. These teachers would e.g. 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 more able students, but less able students need the support and need to be asked further simple questions to let them perform at their level. It was at times painful to listen to long pauses, during which students desperately tried to remember what they wanted to say or to produce language which was well beyond their ability.

It does not seem to make much sense to ask a student who has clearly been struggling with uttering any coherent sentence and to produce more than just a few correct present tense forms a question such as

“Wenn du eine Million Euro im Lotto gewinnen würdest, was würdest du kaufen?”

Most teachers asked the bullet point questions in the order in which they appeared on the task sheet, although there were still a number of schools 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 unpredictable question (UPQ) was generally handled well. More and more schools flag up to their students (and the moderator) that they were now asking the UPQ, e.g. by saying “*Und jetzt die letzte Frage.*”

By the way, the name for the question marked with an ! on the task sheet is unpredictable question (UPQ), not “hidden/surprise/mystery/unknown question”.

It is ‘unpredictable’ in as much as it may well have been practised in Stage 1 (together with many others), but students should not be able to predict which question they will be asked outside the main bullet point questions.

Schools are reminded, that if the candidate does not give an answer to the UPQ, 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. 20 and in the published Mark Scheme comes into force. There was evidence again this year that teachers repeated the UPQ, even if the student had clearly said “I don’t know”.

Unfortunately, timing continues to be an issue. Schools are reminded that the length of the speaking assignments is 4 – 6 minutes.

There was evidence of both performances which were too short and performances which were too long. The latter often led to the UPQ being outside the allowed time, which means that one bullet

point is not achieved and the maximum mark for Communication can only be 9. Moderators noted an increase in fairly short performances this year, where teachers asked several UPQs in order to fill in the time. It raises the question of whether more time should be devoted in the first place to Stage 1 so that students have enough to say in answer to the main bullet point questions.

#### 4. Task Planning Form (TPF)

The regulations about the TPF have been widely circulated over the last three years and should be known by all schools. Not checking the TPF carefully enough can seriously disadvantage students and many moderators commented that often the only reason for mark discrepancies between their marks and centres' marks was schools not observing the rules about conjugated verbs on the TPF. Often the presence of conjugated verbs was not even acknowledged by the teacher i.e. the box on the front page of the TPF was not ticked.

The following points (a-e) have been published in the last two reports. They are repeated here to remind schools of what they should do if they 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 of 40 words on the TPF was generally observed and there were fewer problems with codes, e.g. adding an ~n to the first person singular form in a different colour.

#### 5. Recordings

Moderators were pleased to report that most recordings were of a good quality.

However, moderators also commented on continued problems with the recordings, such as

- teacher clearly audible, student faint
- poor recording conditions (squeaky doors, other pupils shouting outside the door at break-time, echoing voices/footsteps on corridors, furniture shifting in neighbouring classrooms, doors slamming)
- interference from mobile phones obscuring audibility

Other problems, which were reported concern:

- schools not checking carefully that the whole test has been recorded
- recording (USB-stick or CD) not accompanied by a list of students so all the moderator sees on his/her computer is Track 1, Track 2 etc

Please label the lists and the sound files as outlined in the booklet "Instructions for the Conduct of the Examinations" (p.9), i.e. giving component number\_centre number\_candidate number = 46653\_12345\_9876.

Please do not just write names of candidates on a CD itself.

## 6. Assessment

On the whole, schools must be congratulated on the quality of their assessment. Last year, some 86% of centres found their marks approved.

However, a lot of schools, even though approved, tend to be too lenient, though there were also a number of examples this year, where centres had been too severe.

Factors which seem to have contributed to differences between moderator and centre marks are varied and several aspects often combine. A number of moderators commented that sometimes “there was a noticeable difference in standard between the teachers conducting the tests pointing at a less than effective internal standardising process”.

Generous marks occurred mainly in Communication and Range & Accuracy. Teachers often gave 9 or 10 for students whose communication was sometimes impaired by serious errors in pronunciation, vocabulary or grammar; lenient Range & Accuracy marking was usually found in the 7/8 and 9/10 bands where teachers did not look critically enough at the range and variety of vocabulary and structures a student produced.

Sometimes, where the range of structures might have merited a mark in a certain band, lack of accuracy pulled down the students’ performance, which was not taken sufficiently into account by some schools.

There was also generosity at times regarding acceptable pronunciation, with teachers wrongly crediting material because they knew what their students were trying to say.

### 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 2014. 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 all of which must be addressed by the student.
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.



	<a href="http://www.aqa.org.uk/exams-administration/coursework-and-controlled-assessment/candidate-record-forms-2014-2015/gcse-201415">http://www.aqa.org.uk/exams-administration/coursework-and-controlled-assessment/candidate-record-forms-2014-2015/gcse-201415</a>
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. <a href="http://www.aqa.org.uk/exams-administration/coursework-and-controlled-assessment/candidate-record-forms-2014-2015">http://www.aqa.org.uk/exams-administration/coursework-and-controlled-assessment/candidate-record-forms-2014-2015</a>
Centre Declaration Sheet	This is also available on our 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. <a href="http://www.aqa.org.uk/exams-administration/coursework-and-controlled-assessment/candidate-record-forms-2014-2015">http://www.aqa.org.uk/exams-administration/coursework-and-controlled-assessment/candidate-record-forms-2014-2015</a>

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

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## 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