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**GCSE**

**GERMAN**

**8668/SF+SH**

Paper 2 Speaking (Foundation and Higher)

**F+H**

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**Specimen mark scheme**

June 2018

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v1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' tests. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way at both Foundation and Higher Tier:

	Communication	Knowledge and use of language	Range and accuracy of language	Pronunciation and intonation	Spontaneity and fluency	Total
Role-play	10	5				15
Photo card	15					15
Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

## Foundation Tier

### Part 1

#### Role-play - Assessment criteria

There are 5 tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

[15 marks]

#### For each task

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

#### Notes

- Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.
- Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- The tasks on the Candidate's Card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

**For the Role-play overall**

<b>Mark</b>	<b>Knowledge and use of language</b>
<b>5</b>	Very good knowledge and use of language.
<b>4</b>	Good knowledge and use of language.
<b>3</b>	Reasonable knowledge and use of language.
<b>2</b>	Limited knowledge and use of language.
<b>1</b>	Poor knowledge and use of language.
<b>0</b>	No language produced is worthy of credit.

**Role plays: additional guidance on application of the assessment criteria for Knowledge and use of language**

The guidance below is provided to describe the key features of a performance scoring each particular mark and should be applied on the basis of a 'best fit' approach. Further exemplification of this is provided on pages 6-8.

Minor errors are errors which have no bearing on effective communication, such as incorrect adjectival agreement or gender.

**At Foundation Tier**

**For a student scoring 5 marks**, the language used is generally accurate but there may still be the occasional minor error which has no effect on communication, such as incorrect adjectival agreement or gender. Verbs are handled effectively.

**For a student scoring 4 marks**, the language used is generally accurate. However, there may still be minor errors which have no effect on communication, such as incorrect adjectival agreement or gender, and/or a more serious error, such as a lapse in verb formation, which affects communication.

**For a student scoring 3 marks**, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious, such as lapses in verb formation or instances where the verb is omitted entirely. There may be a task which the student cannot complete because of a lack of linguistic knowledge.

**For a student scoring 2 marks**, although there is an ability to use a verb effectively, linguistic inaccuracy at times makes what is said ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

**For a student scoring 1 mark**, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

To exemplify application of the marking criteria in relation to an individual role-play, Foundation Tier role-play 6 has been selected to demonstrate a possible range of performances. A detailed commentary for both Communication and Knowledge and use of language is provided below. This guidance should be viewed in conjunction with the Student Card, the Teacher’s Role and the assessment criteria.

### Student 1

1. Ich will Mathe lernen.
2. Ich arbeite in eine Geschäft.
3. Ich finde der Arbeit interessant.
4. Was willst du als Beruf machen?
5. Ich möchte in Deutschland wohnen.

#### Communication (10 marks)

All tasks are communicated without ambiguity.

#### Knowledge and use of language (5 marks)

The student shows a very good knowledge and use of language in relation to the tasks. There are only two minor gender/case-related errors (*in eine Geschäft* and *der Arbeit*).

### Student 2

1. Nächstes Jahr ich will lerne Deutsch.
2. Ich Arbeit ein Café.
3. Ich mag die Arbeit.
4. Was dein Beruf in der Zukunft?
5. Ich möchte wohne in Deutschland.

#### Communication (8 marks)

Tasks 1, 3 and 5 each scores two marks. There are two word order mistakes in Task 1, but the message is unambiguous. The same mistake with modal verb word order is repeated in Task 5 but again with no impact on communication. Task 2 scores one mark. The response is somewhat ambiguous due to the use of a noun instead of a verb (although, in speech, this could just come across as a colloquial use of a verb) and the omission of a preposition. However, some meaning is still conveyed. Task 4 scores one mark. The absence of a verb means that the question is not set in the appropriate tense and this creates some ambiguity. However, the successful combination of a question word, possessive pronoun and time frame mean that some meaning is still conveyed.

#### Knowledge and use of language (4 marks)

The student shows good knowledge and use of language in relation to the tasks. The language used is appropriate for conveying the required messages, although there is some ambiguity in Tasks 2 and 4. There are two occasions when there are lapses in the use of modal verbs, and the absence of a verb altogether in Task 4 highlights a grammatical shortcoming in question formulation.

**Student 3**

1. Ich will gehe zu Schule.
2. Mein Job ist kochen in einer Kuchen.
3. Ich finde Arbeit langweilig.
4. (No answer)
5. Ich mochte wohne in Deutschland.

**Communication (6 marks)**

Tasks 1 and 3 each receives two marks. In spite of minor errors, the messages are conveyed without ambiguity. Task 2 contains an element (use of *Kuchen* instead of *Küche*) that does not communicate. However, the use of *Mein Job* in conjunction with *kochen* does allow partial communication of the message; hence one mark is awarded. Task 5 (one mark awarded) is another example of how poor pronunciation can affect communication with *mochte* potentially changing the tense of the response and thus creating ambiguity. However, as the time frame has already been set by the question, some relevant message is still communicated.

**Knowledge and use of language (3 marks)**

The student shows reasonable knowledge and use of language in relation to the tasks. Two tasks are accomplished with some grammatical accuracy and simple verb forms are successfully used, as well as an attempt at a modal verb structure in Tasks 1 and 5. However, there are also errors that impact on communication and the lack of response to Task 4 indicates a lack of linguistic knowledge in the formulation of questions.

**Student 4**

1. Nächstes Jahr ich arbeite.
2. Mein Job ist abwaschen in a pub.
3. Ich hasse arbeite.
4. Was Beruf in der Zukunft?
5. Ich wohne in Deutschland.

**Communication (5 marks)**

Tasks 1 and 3 each receives two marks. In spite of a repeated minor error, the messages are conveyed without ambiguity. Task 2 gains 1 mark. The lapse into English creates unwelcome ambiguity; however, the job activity of *washing up* is still clearly communicated. Tasks 4 and 5 score zero. In Task 4, the omission of any subject or possessive pronoun and verb results in complete non-communication of the message. In Task 5, the use of an inappropriate tense means that the response is irrelevant to the question.

**Knowledge and use of language (2 marks)**

The student shows limited knowledge and use of language. All responses are at sentence level and basic grammatical structures are successfully used. However, a lack of linguistic knowledge in Tasks 4 and 5 prevent any communication taking place. We see no evidence of effective formulation of questions or the use of an appropriate verb form to indicate a future plan.

**Student 5**

1. Im die Oberstufe.
2. Mein Job ist ein Kellner.
3. Arbeit ist gut.
4. Du Beruf in der Zukunft.
5. Wo willst du wohne in England.

**Communication (3 marks)**

Task 3 is given two marks. Although a very basic formulation, the required opinion is conveyed with no ambiguity. Task 1 receives one mark. The lack of verb coupled with the prepositional errors create ambiguity, but some indication about going into the sixth form is still communicated. Tasks 2, 4 and 5 all score zero. Task 2 communicates a message, but not the required job activity. Task 4 does not communicate any message as a subject pronoun is used in place of a possessive, there is no verb and no question intonation. Task 5 also fails to communicate any message as the response comprises a confusing mix of question and answer forms.

**Knowledge and use of language (1 mark)**

The student shows poor knowledge and use of language. At best, responses take the form of short phrases and the only verb form successfully used is 'ist'. The response to Task 5 is indicative of poor grammatical knowledge as the candidate is not able to manipulate a first person response to a direct question in the second person.

**Student 6**

1. Ich stehe im die Schule.
2. Dein Job ist waschen.
3. Nicht gut.
4. Beruf in der Zukunft.
5. (No answer)

**Communication (1 mark)**

Task 3 gets one mark. The lack of context-setting and absence of verb means that there is ambiguity but a simple opinion is nevertheless communicated. Tasks 1, 2, 4 and 5 all score zero. Task 1 does not communicate the intended message mainly due to the use of an incorrect verb. Task 2 uses the wrong possessive pronoun lifted directly from the bullet-point prompt.

**Knowledge and use of language (1 mark)**

The student shows poor knowledge and use of language. There is no valid response that uses a verb form effectively. The way in which the prompt words from the task are repeated without any manipulation indicates a lack of basic grammatical understanding.



**Foundation Tier****Part 2****Photo card – Assessment criteria**

The student's responses to the five questions are assessed for Communication only, as per the criteria below.

**[15 marks]**

<b>Level</b>	<b>Mark</b>	<b>Communication</b>
<b>5</b>	13-15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
<b>4</b>	10-12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
<b>3</b>	7-9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
<b>2</b>	4-6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
<b>1</b>	1-3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
<b>0</b>	0	Communication does not meet the standard required for Level 1 at this tier.

**Notes**

- (a) At least one question on each Photo card asks students to give and explain an opinion.
- (b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

**Foundation Tier****Part 3****General Conversation – Assessment criteria**

The General Conversation is based on the two Themes not covered in the Photo card. At Foundation Tier, the Conversation should last between three and five minutes.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

**[30 marks]**

Level	Mark	Communication
5	9-10	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
4	7-8	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
3	5-6	A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion.
2	3-4	A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond.
1	1-2	A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible.
0	0	Communication does not meet the standard required for Level 1 at this tier.

**Notes**

It is a requirement for students to ask the teacher-examiner a question in the General Conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student who would have received 8 marks out of 10 for Communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General Conversation.

Level	Mark	Range and accuracy of language
5	9-10	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
4	7-8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
3	5-6	Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication.
2	3-4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
1	1-2	Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.
0	0	The language does not meet the standard required for Level 1 at this tier.

Level	Mark	Pronunciation and intonation
5	5	Generally good but some inconsistency at times.
4	4	Pronunciation generally understandable with some intonation.
3	3	Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed.
2	2	Pronunciation very anglicised with almost no intonation, making comprehension difficult at times.
1	1	Pronunciation is only just understandable making comprehension difficult.
0	0	Pronunciation and intonation do not meet the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
4	4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.
2	2	Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow.
1	1	Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses.
0	0	Spontaneity and fluency do not meet the standard required for Level 1 at this tier.

### Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

**Higher Tier****Part 1****Role-play - Assessment criteria**

There are 5 tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

**[15 marks]****For each task**

<b>Mark</b>	<b>Communication</b>
<b>2</b>	The message is conveyed without ambiguity.
<b>1</b>	The message is partially conveyed or conveyed with some ambiguity.
<b>0</b>	No part of the message is conveyed.

**Notes**

- (a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.
- (b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- (c) The tasks on the Candidate's Card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

**For the Role-play overall**

<b>Mark</b>	<b>Knowledge and use of language</b>
<b>5</b>	Very good knowledge and use of language.
<b>4</b>	Good knowledge and use of language.
<b>3</b>	Reasonable knowledge and use of language.
<b>2</b>	Limited knowledge and use of language.
<b>1</b>	Poor knowledge and use of language.
<b>0</b>	No language produced is worthy of credit.

**Role plays: additional guidance on application of the assessment criteria for Knowledge and use of language**

The guidance below is provided to describe the key features of a performance scoring each particular mark and should be applied on the basis of a 'best fit' approach. Further exemplification of this is provided on pages 15 – 17.

Minor errors are errors which have no bearing on effective communication, such as incorrect adjectival agreement or gender.

**For a student scoring 5 marks**, the language used is very accurate, although there may still be the very occasional minor error which has no effect on communication, such as incorrect adjectival agreement or gender. Verbs are handled with confidence and tense usage is always accurate.

**For a student scoring 4 marks**, the language used is generally accurate. However, there may still be minor errors which have no effect on communication, such as incorrect adjectival agreement or gender, and/or a more serious error, such as a lapse in verb formation, which affects communication. Verbs are handled with confidence and tense usage is nearly always accurate.

**For a student scoring 3 marks**, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious, such as lapses in verb formation or instances where the verb is omitted entirely. Imprecise tense usage may lead to problems with communication. There may be a task which the student cannot attempt because of a lack of linguistic knowledge.

**For a student scoring 2 marks**, the student shows some ability to use verbs effectively. On other occasions, the language used in relation to the tasks is ambiguous or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

**For a student scoring 1 mark**, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

To exemplify application of the marking criteria in relation to an individual role-play, Higher Tier role-play 14 has been selected to demonstrate a possible range of performances. A detailed commentary for both Communication and Knowledge and use of language is provided below. This guidance should be viewed in conjunction with the Student Card, the Teacher's Role and the assessment criteria.

### Student 1

1. Ich mache hier Urlaub.
2. Gestern habe ich der Dom besichtigt.
3. Ich komme aus Southampton..... Es gibt einen schönen Hafen.
4. Ich finde die Leute in Linz ganz freundlich.
5. Können Sie hier in Linz ein gutes Restaurant empfehlen?

#### Communication (10 marks)

All tasks are communicated fully and with no ambiguity.

#### Knowledge and use of language (5 marks)

The student shows a very good knowledge and use of language in relation to the tasks. There is correct and appropriate use of two tenses, inverted word order, a modal verb structure and adjectival agreement. The choice of structure for Task 5 indicates an impressive ability to manipulate language. There is only one minor gender/case error in Task 2.

### Student 2

1. Ich bin hier auf Urlaub.
2. Ich habe zum Markt gegangen.
3. Ich komme in Southampton. Es gibt eine Fußballstadion.
4. Die Leute hier ist sehr nett.
5. Wo kann man in Linz gut essen?

#### Communication (9 marks)

Four of the tasks are communicated fully and with no ambiguity. In Task 3, the use of a wrong preposition results in the first message not being conveyed. However, the second unpredictable question is successfully answered so one mark is still gained.

#### Knowledge and use of language (4 marks)

The student shows good knowledge and use of language in relation to the tasks. Sentence structure is sound and verbs are mostly accurately used. There are minor errors evident, such as the wrong auxiliary verb in Task 2 and a singular verb with a plural noun in Task 4. However, the only major inaccuracy affecting communication is the incorrect preposition used in Task 3.

### Student 3

1. Ich bin besuchen meine Freunde.
2. Ich schwimmen gegangen.
3. Ich komme aus London. Es gibt eine Fluss.
4. Ich finde die Leute in Linz langweilig.
5. Wo kannst du hier gut essen?

#### Communication (7 marks)

Two marks are given to Task 3 and Task 4 where the required message is communicated perfectly. The other three tasks all gain one mark. In Task 1, the use of an anglicised present continuous tense creates some ambiguity, as does the omission of an auxiliary verb in Task 2. In Task 3, the use of a direct question instead of a more general form could create a misunderstanding of the intended message.

**Knowledge and use of language (3 marks)**

The student shows a reasonable knowledge and use of language in relation to the tasks. There is enough linguistic competence demonstrated to convey all messages, albeit with varying degrees of accuracy. In Tasks 1 and 2, there are conspicuous lapses in verb formation. In Task 5, the student uses the familiar form of address, which is inappropriate for this role play scenario.

**Student 4**

1. Ich bin arbeiten.
2. Ich habe einen Filme gesehen.
3. (No answer)... Ein schöne Park.
4. Die Leute ist cool.
5. Wo du gut essen.

**Communication (5 marks)**

Task 4 is the only task that receives two marks because the message is conveyed clearly, if not perfectly. Tasks 1 and 2 are given one mark because grammatical inaccuracies create some ambiguity in the message. In Task 3, only the second unpredictable question is answered, hence only one mark awarded. Task 5 receives a zero score as these individual words placed together without a helping verb make no real sense. There is not even a questioning intonation to assist the intended message.

**Knowledge and use of language (2 marks)**

The student shows a limited knowledge and use of language in relation to the tasks. Some verb forms are used effectively and the perfect tense structure is sound. However, a lack of grammatical precision leads to at best ambiguity of message and in Task 5 non-communication. No reply is given to the first question in Task 3, which reveals a lack of linguistic knowledge, either in understanding or communicating.

**Student 5**

1. Sie ist einkaufen.
2. Gestern ich gehe ins Kino.
3. England. Der ist ein Strand.
4. Ihre Meinung über die Leute ist gut.
5. Wo ist hier gut essen?

**Communication (3 marks)**

One mark is given to each of Tasks 2, 3 and 5, but Tasks 1 and 4 do not score. In Task 2, although the wrong tense is used, the inclusion of a past time marker means that a message is still conveyed, albeit ambiguously. In Task 3, a one word response without a preposition is a little scant, but does still convey a message. In Task 5, the use of 'essen' is very ambiguous as it could mean 'food' or 'eating', but, with the help of 'hier', some kind of relevant message is just about communicated.

**Knowledge and use of language (1 mark)**

The student shows poor knowledge and use of language in relation to the tasks. There is a basic misunderstanding of the pronouns *Sie* and *Ihre* used in the bullet-points and, consequently, the formulation of the messages in Tasks 1 and 4 makes no sense. Verb forms are mostly inaccurate, with the wrong tense used in Task 2 and no awareness of the structure *es gibt* in Task 3.



**Student 6**

1. In Linz warum sehe die Stadt.
2. Was hier gemacht schwimmen.
3. *(No answer)* ... Ein Kino.
4. In Linz sie ist freundlich.
5. *(No answer)*

**Communication (1 mark)**

The only mark awarded here is for the partial completion of Task 3 through the use of a single noun with an indefinite article. All other tasks do not score because they communicate nothing or, as in Task 4, the wrong message.

**Knowledge and use of language (1 mark)**

The student shows poor knowledge and use of language in relation to the tasks. A lack of understanding and ability to manipulate language is shown in Tasks 1 and 3 where the prompt words used in the bullet-points provide most of the student's incomprehensible response. In Task 4, the use of an incorrect verb form gives the intended message a totally different meaning. Despite all the shortcomings, a little information is conveyed and the student just manages to score one mark.

**Higher Tier****Part 2****Photo card – Assessment criteria**

The student's responses to the five questions are assessed for Communication only, as per the criteria below.

**[15 marks]**

<b>Level</b>	<b>Mark</b>	<b>Communication</b>
<b>5</b>	13-15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
<b>4</b>	10-12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
<b>3</b>	7-9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
<b>2</b>	4-6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
<b>1</b>	1-3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
<b>0</b>	0	Communication does not meet the standard required for Level 1 at this tier.

**Notes**

- (a) At least one question on each Photo card asks students to give and explain an opinion.
- (b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

**Higher Tier****Part 3****General Conversation – Assessment criteria**

The General Conversation is based on the two Themes not covered in the Photo card. At Higher Tier, the Conversation should last between five and seven minutes.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

**[30 marks]**

<b>Level</b>	<b>Mark</b>	<b>Communication</b>
<b>5</b>	9-10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.
<b>4</b>	7-8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
<b>3</b>	5-6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
<b>2</b>	3-4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
<b>1</b>	1-2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
<b>0</b>	0	Communication does not reach the standard required for Level 1 at this tier.

**Notes**

It is a requirement for students to ask the teacher-examiner a question in the General Conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student who would have received 8 marks out of 10 for Communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General Conversation.

Level	Mark	Range and accuracy of language
5	9-10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7-8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.
3	5-6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3-4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
1	1-2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0	0	The language does not meet the standard required for Level 1 at this tier.

Level	Mark	Pronunciation and intonation
5	5	Consistently good pronunciation and intonation throughout.
4	4	Good pronunciation and intonation with only occasional lapses.
3	3	Generally good but with some inconsistency in more challenging language.
2	2	Generally good but some inconsistency at times.
1	1	Pronunciation generally understandable with some intonation.
0	0	Pronunciation and intonation do not reach the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

### Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

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27 November 2015