



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

German A

3661 (Full Course)

Speaking tests

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SPEAKING TESTS - FOUNDATION AND HIGHER TIERS

PART ONE

1 Principles of Marking

- 1.1 The Speaking Tests are marked in accordance with the Criteria for Assessment, given on subsequent pages of this booklet.
- 1.2 Part 2 of the mark scheme, given on subsequent pages of this booklet, gives written details of suggested marks for possible utterances made by candidates in the role-playing situations. This guidance obviously cannot cover all possibilities and should be used in conjunction with the Criteria for Assessment.
- 1.3 No allowance can be made for poor teacher conduct of the Tests. You can only assess what you hear.

2 Mechanics of Marking

Please ensure that the grids on the Examiner's Detailed Mark Sheet are completed accurately. Please conform to the layout shown in the exemplar Mark Sheet given in this booklet. **Please note in particular that the Presentation & Discussion and the Conversation marks should be recorded in the order of:**

Communication, Spontaneity & Fluency, Range & Complexity, and Pronunciation & Accuracy.

Foundation Tier

Role-plays 1 - 6	$4 \times 2 = 8 \div 2 =$	4
Presentation & Discussion		12
Conversation		20
	Maximum Total	36

Higher Tier

Role-plays 7 - 12	$4 \times 4 = 16 \div 2 =$	8
Presentation & Discussion		12
Conversation		20
	Maximum Total	40

3 Role-playing Situations

- 3.1 You must mark role-plays in accordance with the criteria given in this booklet and with Part 2 of the mark scheme. You should also note the following information.
- 3.2 Material shown in brackets in the mark scheme may not need to be produced by the candidate. If it is produced incorrectly it may or may not affect the mark awarded, depending on its effect on the message conveyed. If produced it cannot be ignored. **All language produced by the candidate must be assessed.**
- 3.3 You should not penalise the candidate for making exactly the same mistake either of vocabulary, structure or pronunciation twice in one role-play. (This may be shown as n.f.p. [no further penalty] in Part 2 of the mark scheme).
- 3.4 If the teacher supplies **key** vocabulary, whether requested or not by the candidate, award no marks for the response, or, if a split response is identified in the detailed mark scheme, for that part of the response.
- 3.5 You should award no marks where a teacher repeats a question after the candidate has given a **complete** and **incorrect** answer. However, if a candidate's response shows that he/she has moved to another utterance, the teacher should go back and try to elicit the omitted response.
- 3.6 In role-plays 7-12 it is possible that the candidate's answers will not be produced in the order anticipated. This is quite legitimate. **You should enter your marks on the Mark Sheet in the order in which the responses occur in the mark scheme.**

4 Presentation & Discussion and Conversation

- 4.1 You must mark the Presentation & Discussion and the Conversation in accordance with the criteria in this booklet. You should also note the following information.
- 4.2 The Presentation & Discussion is marked separately from the Conversation. You must assess, and award marks for, each of the four categories separately - **Communication, Spontaneity & Fluency, Range & Complexity, Pronunciation & Accuracy** - for the Presentation & Discussion and then again for the Conversation. N.B. In the Presentation & Discussion the mark for **Spontaneity & Fluency** is awarded on the basis of the Discussion element only.

You may need to listen to each candidate more than once, especially in the early stages of your marking to ensure that you are marking each category individually.

4.3

Communication	Range & Complexity
0	0
1	1 or 2
2	2 or 3
3	Max 4
4	Max 6

The mark for Spontaneity & Fluency is not limited by the Communication mark. This applies to both Foundation and Higher Tiers.

4.4

Communication	Pronunciation & Accuracy
0	0
1	1 or 2
2	Max 4
3	Max 5
4	Max 6

4.5 The following table is a summary in tabular form of paragraphs 4.3 and 4.4.

Communication Mark	Range & Complexity Mark	Pronunciation & Accuracy Mark
0	0	0
1	1 or 2	1 or 2
2	Max 3 3 marks must include two of Past/Present/Future	Max 4
3	Max 3 3 marks must include two of Past/Present/Future Max 4 4 marks must include Past and Present and Future and opinion	Max 5
4	Max 6 4 marks or more must include Past and Present and Future and opinion	Max 6

To score 3 marks or more for Range and Complexity the candidate needs to show the ability to refer to any two of past, present and future events.

To score 4 marks or more for Range and Complexity the candidate needs to show the ability to refer to past, present and future events and to express an opinion. These would require an attempt at an appropriate verb form. One example of each is required in the Presentation & Discussion and one in the Conversation. “an attempt at an appropriate verb form” = a verb which is recognisable but may not be completely correct. Principal Examiners will give language-specific examples at Standardisation Meetings.

- 4.6 You should stop marking the Presentation & Discussion approximately 3 minutes after the start of that section. You should stop marking the Conversation approximately 6 minutes (Foundation) or 8 minutes (Higher) from the start of that section of the test.
- 4.7 If the candidate produces a Conversation which consists **largely** or **entirely** of material outside the scope of the prescribed Topics, you should treat the irrelevant material as if it were silence and mark accordingly for Communication. It is emphasised that this situation is **very rare**.
- 4.8 If the candidate speaks on only **one** Topic throughout the Conversation, you should find the appropriate band for Communication and then award up to a maximum of 2 marks. **N.B.** this affects the maximum marks available for Pronunciation & Accuracy and Range & Complexity. Given the breadth of the Topic areas and the links between them, this situation is **very rarely** encountered, if at all.

5 Exemplar Mark Sheet

See overleaf.

5 Exemplar Mark Sheet

GCSE Modern Languages Speaking Tests

Examiner's Detailed Mark Sheet

Language _____



Full/Short Course

* delete as appropriate

Centre No

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Tape No _____

Cand No.	Candidate's Name	Tier	R-P No.	Conv Card.	Role Play Marks				T	T ÷ 2*	Presentation/Discussion					General Conversation				T	Total
											C	S/F	R/C	RC+PA ÷ 3 Q*	C+SF + Q T	C	S/F	R/C	P/A		
0001	Garden, Lilly	H	14	C	1	3	3	2	9	5	3	0	3 2	2	5	2	2	2	2	8	18

Name.....(Examiner) (Please Print)

* Round up or down to the nearest whole number (ie. 1/2 rounded up, 1/3 rounded down, 2/3 rounded up)

Sheet No	
Total sheets for this centre	

CRITERIA FOR ASSESSMENT

Role-Playing Situations

Foundation Role-Play – Communication	
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed even if not totally correct.
4 tasks x 2 = 8/2 = 4 marks	

Higher Role-Play – Communication and Quality of Language	
0	Required message not communicated.
1	Appropriate response, although inaccuracy or loss of part of the message may cause difficulty or ambiguity for comprehension. The task may not be fully accomplished, but some relevant information is communicated.
2	Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.
3	Appropriate and full response. Quality of language is such that minor errors would cause no difficulties of comprehension.
4	Appropriate and correct response. The task is accomplished fully and without significant error. *
4 tasks x 4 = 16/2 = 8 marks	

*without significant error” = grammatically correct (but may contain **one** minor error.) If an answer contains more than one minor error a maximum of 3 marks may be awarded.

PRESENTATION & DISCUSSION AND GENERAL CONVERSATION

Communication	
0	Nothing relevant communicated or what is said consists of individual words making no coherent sense.
1	A little relevant information is communicated. The candidate responds to some questions but replies are very brief.
2	Some messages/responses communicated, with occasional development.
3	Most of the responses communicated and developed.
4	Candidate communicates and develops all that is required with only very occasional omissions.

Spontaneity and Fluency	
0	Very hesitant and disjointed.
1	Sometimes hesitant; little natural flow of language.
2	Ready responses; some evidence of an ability to sustain a conversation; little, if any, initiative.
3	Answers without hesitation and extends responses beyond minimal requirements with some flow of language; may sometimes take the initiative.
4	Responds readily and shows some initiative; conversation sustained at a reasonable speed; language expressed fluently.

Quality of Language		
Range & Complexity	Marks	Pronunciation & Accuracy
Occasional words which make little coherent sense.	0	The language used makes comprehension almost impossible.
Simple vocabulary in lists, phrases or short sentences which sometimes communicate.	1	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
Responses dependent on structures and vocabulary from stimulus but limited in breadth and variety. Some responses in simple complete sentences.	2	Pronunciation generally recognisable but with quite frequent error. Messages usually communicated but errors quite frequent.
Responses generally in simple sentences with limited vocabulary and sentence structure. There may be the occasional complex sentence. There is some evidence of a few messages going beyond a direct response to the stimulus.	3	Errors are frequent in pronunciation and structures but do not usually provide a barrier to communication. There is evidence of accurate use of basic structures in simple sentences.
Some complex sentences with a wider range of vocabulary successfully attempted. Responses go beyond the basic requirements of the stimulus, using appropriate reference to past, present and future events.	4	Errors of structure and / or pronunciation cause only occasional problems with communication. Some more complex sentences are accurately produced. Time frames are used as appropriate but not always well formed.
Wide range of vocabulary and structure used appropriately in complex responses, many of which show considerable independence of the stimulus.	5	Structures and pronunciation generally accurate causing only very occasional problems with communication. There is accurate use of a variety of tenses.
Wide ranging vocabulary and structures appropriately used in complex and extended answers.	6	Only very minor errors in structure and pronunciation. Good accent and intonation. All messages fully communicated in accurate target language using a variety of tenses.

The marks for Presentation & Discussion and Conversation at both Foundation and Higher will be allocated and scaled as follows.

Presentation & Discussion	Marks
Communication (in Presentation & Discussion)	4
Spontaneity and Fluency (in Discussion only)	4
Quality of Language Range and Complexity 6 marks Pronunciation and Accuracy 6 marks Mark/12 divided by 3	4
TOTAL	12

General Conversation	Marks
Communication	4
Spontaneity and Fluency	4
Quality of Language Range and Complexity 6 marks Pronunciation and Accuracy 6 marks	12
TOTAL	20

SCALING TABLES FOR ROLE PLAY AND PRESENTATION & DISCUSSION

ROLE-PLAY GRID

RAW MARK	SCALED MARK
16	8
15	8
14	7
13	7
12	6
11	6
10	5
9	5
8	4
7	4
6	3
5	3
4	2
3	2
2	1
1	1
0	0

PRESENTATION & DISCUSSION GRID

RAW SCORE FOR QUALITY OF LANGUAGE	SCALED MARK
12	4
11	4
10	3
9	3
8	3
7	2
6	2
5	2
4	1
3	1
2	1
1	0
0	0

SPEAKING TESTS

Abbreviations used:

- pron. = Pronunciation
- GP = General Principle
- WO = Word order
- NFP = No further penalty (for same error within one role play)
- OCR = Otherwise correct response

Do **NOT** penalise at either tier the wrong form of address.

ROLE PLAY 1 FOUNDATION			
	0	1	2
Say what your hobby is		<i>Rugby</i> <i>Ich gern Rugby</i>	<i>Mein Hobby ist Rugby</i> <i>Ich spiele gern Rugby</i> <i>Ich spiele Rugby</i>
Say why you like it		<i>Ich gern</i> <i>Interessant (alone)</i>	Any acceptable reason
Say when you do your hobby			<i>Jeden Samstag /</i> <i>Zweimal pro Woche</i>
Ask what the friend's hobby is	<i>Was ist dein Freund's Hobby?</i>	<i>Was dein Hobby?</i>	<i>Was ist dein Hobby?</i> <i>Hast du ein Hobby?</i> <i>Was machst du in deiner Freizeit?</i> <i>Was machst du gern?</i>

ROLE PLAY 2 FOUNDATION			
	0	1	2
Say where you would like to go		Use of <i>mag / mochte</i> in OCR <i>Ins Kino gehen etc.</i>	<i>Ich möchte ins Kino gehen</i>
Say why		<i>Ich gern Kino</i>	Any acceptable reason
Say when you can go	<i>Zweimal pro Woche</i>		<i>Am Wochenende</i>
Ask where you will meet		<i>Wo treffen?</i>	<i>Wo treffen wir (uns)? Treffen wir (uns) im Kino?</i>

ROLE PLAY 3 FOUNDATION			
	0	1	2
Say you would like a ticket to Berlin		Use of <i>mag / mochte</i> in OCR (<i>nach</i>) <i>Berlin bitte</i>	<i>(Ich möchte) (einmal) / (hin und zurück) nach Berlin</i> Use of 'Ticket'... Accept use of <u>zu</u> Berlin ...
Say what day and time you want to travel		1 + 1	<i>Samstag um neun Uhr</i> <i>Samstagabend</i> Accept 'am' 9 Uhr
Ask where the toilets are	English 'toilet'	French 'toilette(n)'	Wo ist / sind die Toilette(n)?
Say thank you and goodbye		1 + 1	

Mark Scheme

ROLE PLAY 4 FOUNDATION			
	0	1	2
Say what fruit you want		Use of <i>mag / mochte</i> in OCR <i>Obst</i> in OCR Bananen	<i>Haben Sie Bananen?</i> <i>Ich möchte...</i> <i>Bananen <u>bitte</u></i>
Ask how much a kilo costs	<i>Wie kostet das?</i>	<i>Was kostet das?</i> <i>Was das kostet ein Kilo?</i>	<i>Was kostet ein Kilo?</i>
	(Credit any answer which contains the first 2 utterances 'in one')		
Ask if the shopkeeper has any postcards	Obvious English pronunciation	<i>Haben Sie Postkart?</i>	
Say thank-you and goodbye		1 + 1	

ROLE PLAY 5 FOUNDATION			
	0	1	2
Say what you like to eat	<i>Ich <u>m</u>ochte Obst</i>	Use of <i>möchte</i> in OCR <i>Obst</i>	<i>Ich mag Obst</i> <i>Ich mag Frühstück</i>
Say why you like it			Any acceptable reason
Say what you drink		<i>Bier</i> <i>Lilt</i>	<i>Ich trinke Kaffee / Lilt</i>
Ask when the evening meal is	Wrong meal Wo	<i>Wann essen wir?</i> <i>W<u>e</u>nn in OCR</i>	<i>Wann ist Abendessen?</i>

ROLE PLAY 6 FOUNDATION			
	0	1	2
Say what sort of room you would like		Use of <i>mag / mochte</i> in OCR <i>ein Einzelzimmer</i>	<i>Ein Einzelzimmer <u>bitte</u></i>
Say for how long	Use of ' <i>stehen</i> '	Use of <i>N<u>a</u>chte</i> Use of <i>y<u>o</u>r</i> in OCR	<i>(Für) eine Woche</i>
Say when you want breakfast			<i>(Ich möchte Frühstück) um acht Uhr</i>
Ask where the restaurant is	<i>Wo ist das Café?</i>	<i>Wo Restaurant?</i>	

ROLE PLAY 7 HIGHER					
	0	1	2	3	4
Your luggage has not arrived	Use of 'Brieftasche' in OCR		<i>Meine Kleider sind nicht hier</i>	<i>Mein Koffer <u>hat</u> nicht angekommen</i>	<i>Mein Koffer ist nicht hier</i> <i>Ich habe meinen Koffer verloren</i> Accept 'Tasche' / 'Rucksack'
Give 3 details about your luggage		1 detail only given	Omission of 1 detail		3 appropriate details
Give 2 details about the flight		1 detail only given		Anglicized pronunciation of 'England' in OCR	<i>Das war Flug Nummer 20 um 9 Uhr</i> <i>Das war 'Buzz' aus Manchester</i>
! Say where you are staying, give your phone number and how long you are staying		Use of continuous present 1 detail only given	Omission of 1 detail		

ROLE PLAY 8 HIGHER					
	0	1	2	3	4
Say where and when you have worked	Wrong tense	1 detail only given Wrong tense, but appropriate answer to 'wann'			<i>(Ich habe) letztes Jahr in einem Supermarkt (gearbeitet)</i>
Say what you did there (2 details)	Use of present tense	1 detail only given e.g. <i>die Arbeit war gut</i>			Appropriate response
! Say if this is the career you want and why (not)		<i>Ja / Nein</i>			Appropriate response
Say what you do in your free time (2 details)		<i>Fußball</i>	<i>Fußball und Schwimmen</i>		2 activities with full verb

ROLE PLAY 9 HIGHER					
	0	1	2	3	4
Say you cannot go to work			GP - wrong WO + modal verb in OCR		<i>Ich kann nicht arbeiten</i>
Give 2 details		1 detail only given <i>Ich habe einen Unfall gehabt</i>			<i>Das war gestern im Garten</i> <i>Ich habe gestern einen Unfall gehabt</i>
Give 2 details of the injuries		1 detail only given		Use of 'einen' +Schmerzen in OCR	<i>Ich habe Kopfschmerzen und mein Arm tut weh</i>
! Explain what you will do and say when you will return to work		1 detail only given	<i>Ich muss / werde geblieben.</i> <i>Nächste Woche</i>		<i>Ich muss im Bett bleiben. Nächste Woche</i>

ROLE PLAY 10 HIGHER					
	0	1	2	3	4
Give 3 details about your friend (physical/ character / age)			Omission of 1 detail		3 details (physical / character / age) Name <u>NOT</u> acceptable as a detail
! Say where you met the friend and when		1 detail only given			<i>(Das war) in der Schule. Letztes Jahr</i>
Give 3 details of what you and your friend do in your free time		Ich + verb in OCR	Omission of 1 detail <i>Fußball, Tennis und Schwimmen</i>		
Say what the friend did on holiday	Use of present tense Use of 'ich'			<i>Er hat nach Amerika gefahren</i>	Use of <i>wir</i> acceptable in OCR

ROLE PLAY 11 HIGHER					
	0	1	2	3	4
Apologise and say why you have not written			Reason only		<i>Es tut mir Leid, ich bin krank</i>
Give 2 details of your plans for next year		1 detail only given			<i>Ich verlasse die Schule. Sie ist langweilig</i> Use of 'College' OK 2 subjects OK for details
Say what you want to do as a career and why		No reason	Reason only	<i>Ich möchte ... <u>ein</u> Lehrer sein / werden</i>	<i>Ich möchte... sein. Das interessiert mich.</i>
! Say what you did for work experience	Use of present tense				<i>Ich habe in einem Büro gearbeitet / Ich war Kellner</i>

ROLE PLAY 12 HIGHER					
	0	1	2	3	4
Say you want to see the film on TV		<i>Ich möchte fernsehen / Ich möchte einen Film sehen</i>		Use of 'auf...' in OCR	
Give 2 details about the film	<i>Das war</i>	1 detail only given			<i>Das ist ein Krimi und sehr spannend Name of film OK as a detail Das ist ein Krimi mit Brad Pitt</i>
! Give your opinion of the friend (not) understanding the film and why		No reason	Reason only		<i>Kein Problem, die Sprache ist sehr einfach Du hast Recht, gehen wir schwimmen</i>
Say what two things you can do after the film		1 activity only given	<i>Tennis und Schwimmen</i>		2 activities with full verb <i>Tennis spielen und Schwimmen gehen</i>

ADDITIONAL INFORMATION FOR PART TWO MARK SCHEME

MINOR/MAJOR ERRORS

This information applies to German Specification A Speaking Tests and Specification B Module 4 Speaking Tests only.

These lists are examples of errors, which do (**major**) or do not (**minor**) affect communication, and errors not referred to here should be judged minor or major on the basis of their effect on communication.

MINOR ERRORS

These are errors which do not affect communication. The following errors should be treated as minor unless the Part 2 Mark Scheme states otherwise.

1. Articles.

- Use of nicht ein/ eine instead of kein/keine
e.g. Ich habe nicht eine Schwester –full marks in Foundation Role plays but 3 marks in Higher Role plays.
- Use of ein/eine or der/die with jobs/professions
e.g. Meine Mutter ist eine Lehrerin –full marks in Foundation Role plays but 3 marks in Higher Role plays.

2. Gender.

- der/die/das, ein/eine/ein, mein/meine/mein etc – unless confusion arises from change of meaning.
- Wrong agreement – including adjectives, possessive, demonstrative and interrogative adjectives
- Wrong gender of personal pronoun
e.g. Mein Vater ist nett. Sie ist jung.

3. Number.

- der/die/das for die and vice-versa.
BUT Ich mag die Kinder for ich mag das Kind may be major depending on the context e.g. a specific role play task
- Singular verb with plural subject and vice-versa
e.g. Die Kleider ist nett.

4. Word order.

- Position of adjectives/adverbs.
- Position of negatives.
- Position of word order after *weil* in Foundation and Higher Role plays - no loss of marks
- Position of word order with reflexives e.g. Ich mich wasche. No loss of marks in Foundation and Higher Role plays.
- Position of word order with inversion and conjunctions e.g. Wenn das Wetter schlecht ist, ich gehe ins Kino or even wenn das Wetter ist schlecht, ich gehe ins Kino. Higher Role plays 3 marks

5. Tense formations.

- Use of *haben* for *sein* BUT not *sein* for *haben*. Higher Role play 3 out of 4
- Incorrect verb structure - Foundation Role play 2 marks
- Incorrect use of infinitive - Foundation Role play 2 marks
- Continuous present e.g. Ich bin gehen - Foundation Role play 1 mark
- Wrong or omitted preposition when this does not affect meaning. e.g. Ich fahre im Bus zu Stadt.

7. Omission of reflexives.

- Higher Role play 3 marks but Foundation Role play 2 marks

8. Use of 's'

- Using the 'English' genitive e.g. mein Schwesters Schlafzimmer – no loss of marks Foundation Role play and in Higher Role plays 3 marks.

9. Incorrect comparative/superlative

10. Use of du and Sie.

- No loss of marks in Foundation and Higher Role plays.

11. Pronunciation.

- A word pronounced in such a way that in the context a sympathetic native speaker would immediately understand what was intended, e.g. mispronunciation of cognates in school subjects vocabulary.

MAJOR ERRORS

Major errors are those which affect communication. The following errors should be treated as major.

1. Statement and question.

- Statement instead of a required question in role plays Foundation role plays 1 mark, Higher Role play 1 mark unless VERY clear intonation.

2. Tense formations.

- Incorrect time frame – No marks in Higher Role plays as requirements not met.
- Continuous present e.g. Ich bin gehen - Higher Role play 1 mark
- an adverb/adverbial phrase of time denoting the past, followed by a present tense verb e.g. Gestern gehe ich - Higher Role play 1 mark
- Incorrect formation within time frames e.g. ich habe gegehen, ich werde geblieben and ich bin gegehen both 2 marks in Higher Role plays.

3. Prepositions.

- Incorrect use of vor and für, as this affects the meaning. Foundation Role play 1 mark, Higher Role play 1 mark.

4. Reflexives.

- Incorrect reflexive pronoun e.g. Ich wasche dich – Higher Role plays 0 marks

5. Pronunciation.

- A word pronounced in such a way that in the context a sympathetic native speaker would not immediately grasp the meaning of the word e.g. wurde – würde, hatte – hätte.

These lists are not exhaustive and are to be used as a guide to the marking of the 2003 tests only. There may be additional clarification for the marking of the 2004 tests.