AQA

General Certificate of Secondary Education

German 3661
Specification A

3661/S Speaking

Mark Scheme

2006 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

SPEAKING TESTS

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.

4.3   If the Presentation or Discussion is missing, a maximum of 2 marks can be awarded for Communication.

4.4   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.

4.5   The mark for Spontaneity and Fluency is not limited by the Communication mark, **except when the Communication mark is 0.** In this case the mark for Spontaneity and Fluency will also be 0. This applies to both Foundation and Higher Tiers.

4.6

Communication Mark	Range & Complexity Mark	Pronunciation & Accuracy Mark
0	0	0
1	1 or 2 marks	1 or 2
2	2 or 3 marks 3 marks **must** include **two** of Past/Present/Future	Max 4
3	2, 3, 4 marks 3 marks **must** include **two** of Past/Present/Future 4 marks **must** include Past **and** Present **and** Future **and** opinion	Max 5
4	4, 5, 6 marks 4 marks or more **must** include Past **and** Present **and** Future **and** opinion Revert to 3 if 2 time frames only Revert to 2 if 1 time frame only	Max 6

If a mark is awarded for Communication this will inevitably lead to the award of marks for Range and Complexity and Pronunciation and Accuracy (eg 1 + 0 + 0 would <u>not</u> be possible).

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.

4.7 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.

4.8 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.**

4.9 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

Exemplar Mark Sheet

GCSE Modern Languages Speaking Tests

Examiner's Detailed Mark Sheet Language _____ Full/Short Course

AQA

* delete as appropriate

Centre No ☐☐☐☐☐   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 P/A	RC+PA ÷ 3 Q*	C+SF + Q T	C	S/F	R/C	P/A		
0001	**Garden, Lilly** **H**		12	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. ½ rounded up, $^{1}/_{3}$ rounded down, $^{2}/_{3}$ rounded up)

Sheet No ☐

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

PART TWO

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 where you work	Use of *werken*	Asda Supermarkt *Verkäufer*	*Ich arbeite in einem Supermarkt / Ich bin Verkäufer (in)* Do not penalise lack of '*in*' ending
Say which day you work	*(Am) Samstag*		*Ich arbeite (am) Samstag*
Say what you do with your money		*Kino* *Schwimmen*	*Ich kaufe Kleidung*
Ask if your friend likes his/her job	Use of *Freund* *Gern du Job?*	Use of *möchtest / mochtest* in OCR	*Magst du deinen Job / deine Arbeit?*

ROLE PLAY 2 FOUNDATION			
	0	**1**	**2**
Say what time you get up		*Ich acht*	*(Ich stehe) um 8 Uhr (auf)* Accept: *ich stehe um 8 Uhr*
Say what you eat	Toast		*Ich esse Toast* brand names are OK
Say what you do in the evening		*Kino* or other one word answers	*Ich sehe fern* *Fernsehen* *Hausaufgaben*
Ask when your friend goes to bed		Use of *wenn* in OCR	*Wann gehst du ins Bett?*

ROLE PLAY 3 FOUNDATION			
	0	**1**	**2**
Say you want a taxi and at what time		No mention of taxi in OCR *Ich möchte ein Taxi für neun*	*Ich möchte ein Taxi um / vor 9 (Uhr) / für 9 Uhr* *Ein Taxi um 9 <u>bitte</u>*
Say where you want to go		*Ich gehe / bin gehen…ins Kino* *Ich fahre / bin fahren Kino*	Any suitable location *Ich bin fahren / Ich fahre* + suitable preposition
Say how many people there are	*Vier*	Use of *der ist…*in OCR	*(Es gibt) 4 Personen*
Ask how long the journey takes	*Wie lange?*		*Wie lange ist die Fahrt / ist das?* *Wie lan<u>g</u>…in OCR*

ROLE PLAY 4 FOUNDATION			
	0	**1**	**2**
Say you would like to go to the cinema		Use of *mag / mochte* in OCR *Kino* *Ich gehe ins Kino*	*Ich möchte ins Kino gehen / Ich möchte einen Film sehen*
Say what type of film you like	*Ich mag 'Lord of the Rings'* Clearly English 'Comedy'	Use of *möchte* in OCR *Ich gern Krimis*	*Ich mag Krimis* *Ich mag Filme mit…*
Say why	*Warum*		*Es ist gut* Any opinion
Ask if you can eat nearby		Use of *ist der* in OCR *Kann <u>man</u> (hier) essen?* *Gibt es ein Restaurant (Nähe?)*	*Gibt es ein Restaurant in der Nähe?* (Accept…*Nähe*) Brand names OK *Kann man dort essen?*

ROLE PLAY 5 FOUNDATION			
	0	**1**	**2**
Say what type of room you would like	Use of 'Raum'	Use of *mag / mochte* in OCR *Haben Sie ein Zimmer*	*Ich möchte ein Einzelzimmer* *Ein Einzelzimmer <u>bitte</u>*
Ask a question about the room	NFP on *'Raum'*	*Ist der* in OCR	*Gibt es eine Dusche?*
Say how long you want to stay	Use of *stehen* <u>*vor* einer Woche</u>	NFP on use of *mag / mochte* *Eine Woche* (no preposition)	*Ich möchte eine Woche (bleiben)* *Für eine Woche*
Say thank you and goodbye		1 + 1	

ROLE PLAY 6 FOUNDATION			
	0	**1**	**2**
Say how many people there are in your family		Use of *der ist* in OCR anglicised pronunciation of family in OCR	*Es gibt vier Personen (in meiner Familie) / Ich habe einen Bruder etc.*
Ask the person if he/she has any brothers & sisters	Use of *Person*	Use of *Geschwester* in OCR Mention of just *Bruder or Schwester*	*Hast du Geschwister?* *Hast du einen Bruder und eine Schwester?*
Say where you live	Leeds		*Ich wohne in Leeds / in einem Doppelhaus*
Give one detail about your house			*(Es ist) klein*

ROLE PLAY 7 HIGHER					
	0	**1**	**2**	**3**	**4**
Say what item of clothing you bought and when	Present tense	1 detail only			*Ich habe... gestern gekauft*
Give two details of what is wrong		1 detail only			*Es ist schmutzig und zu klein*
Say you want to speak with the manager	Manager with hard 'g'	*Wo ist der Manager?*		GP Incorrect *wo* with modal	*Ich möchte mit dem Manager sprechen*
! Suggest a solution	*Ich möchte* *mein Geld* *rücken*		*Ich möchte* *mein Geld (haben)*		Appropriate response

ROLE PLAY 8 HIGHER					
	0	**1**	**2**	**3**	**4**
Give two details about the school	Description of school day	1 detail only			*(Die Schule ist) groß und alt*
Give two details about the school day		1 detail only			Any two appropriate details
Say what you think of the school uniform and why		No reason	Reason only		*(Sie ist) langweilig. Ich mag die Farbe nicht*
! Say what you plan to do next year		*Ich mochte* *in die Oberstufe*	*Ich werde in die Oberstufe gegangen* *Ich werde in die Oberstufe*	*Ich bin gehen in die Oberstufe*	*Ich gehe in die Oberstufe*

ROLE PLAY 9 HIGHER					
	0	**1**	**2**	**3**	**4**
Give two details about the food		1 detail only			*Die Suppe ist kalt und schmeckt furchtbar*
Complain about the waiter	Problem (ang.)				*Der Kellner / Ober ist unfreundlich*
! Give two details about the waiter		1 detail only			*Er ist groß und hat braunes Haar*
Say what you want done			*Ich möchte mein Geld (haben)*		*Ich möchte mein Geld zurück* *Ich will einen anderen Kellner*

ROLE PLAY 10 HIGHER					
	0	**1**	**2**	**3**	**4**
Describe a problem on the journey					*Das Auto hatte eine Panne* Present tense acceptable in appropriate response
Give two details about the weather		1 detail only			*(Es ist) sonnig und warm* Past tense OK
Give two details about what you did yesterday	Present tense	1 detail only *Tennis und Fußball*			*Ich habe das Museum besucht. Es war langweilig*
! Say when you are due to return					*(Am) Sonntag*

ROLE PLAY 11 HIGHER					
	0	**1**	**2**	**3**	**4**
Say you have lost your bag	Use of *sac* Use of *verlassen* *Ich kann meine Tasche nicht f**ei**nden*				*Ich habe meine Tasche verloren / Ich kann meine Tasche nicht finden*
Give **three** details in total about the bag and what was in it		1 detail only	*2 details only*	Use of '*in es*' in OCR	*Die Tasche ist klein und braun. Mein Geld war darin.*
Say what you were doing earlier	Use of present tense		*Ich habe Fußball spielen*	*Ich habe schwimmen gegangen / gegehen*	*Ich habe Souvenirs gekauft*
! Say when exactly you are due to return (2 details required)		1 detail only			*(Am) Sonntag (um) neun Uhr*

ROLE PLAY 12 HIGHER					
	0	**1**	**2**	**3**	**4**
Say when you moved and where you live now		1 detail only	*Vor zwei Wochen* in OCR		*Ja, seit 2 Wochen. Ich wohne in der Stadtmitte / Leeds*
Give **two** details about the new house		1 detail only			*(Es ist) groß und modern*
Say **two** things you can do in a town		1 detail only	*Tennis und Fußball*		*Man kann ins Kino gehen und Tennis spielen*
! Give **two** details about what is not so good about the town		1 detail only			*Es gibt zu viele Autos und das ist schlecht für die Umwelt*

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 and 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

- Word order with modal verbs eg ich möchte spielen Tennis 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) in cases where it causes no difficulty or ambiguity for comprehension - Foundation Role play 2 marks Higher Role play 3 marks

- 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 where present tense is appropriate) in cases where it causes difficulty or ambiguity for comprehension - Higher Role play 1 mark (but 3 marks where no ambiguity is caused – see Minor Errors)

- 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.

This list is not exhaustive and is to be used as a guide to the marking of the 2006 tests only. There may be additional clarifications for the marking of the 2007 tests.