



# **General Certificate of Secondary Education**

## **German 3661** *Specification A*

**3661/S      Speaking**

## **Mark Scheme**

*2007 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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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

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### 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 <b>must</b> include <b>two</b> of Past/Present/Future	Max 4
3	2, 3, 4 marks 3 marks <b>must</b> include <b>two</b> of Past/Present/Future  4 marks <b>must</b> include Past <b>and</b> Present <b>and</b> Future <b>and</b> opinion	Max 5
4	4, 5, 6 marks 4 marks or more <b>must</b> include Past <b>and</b> Present <b>and</b> Future <b>and</b> 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 (e.g. 1 + 0 + 0 would not 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**



Full/Short Course  
 \* delete as appropriate

Language \_\_\_\_\_

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 P/A	RC+PA ÷ 3 Q*	C+S F + Q T	C	S/F	R/C	P/A		
0001	<b>Garden, Lilly</b>	<b>H</b>	12	C	1	3	3	2	9	5	3	0	3 2	2	5	2	2	2	2	8	18

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

Sheet No	
Total sheets for this centre	

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

**CRITERIA FOR ASSESSMENT****Role-Playing Situations**

<b>Foundation Role-Play – Communication</b>	
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	

<b>Higher Role-Play – Communication and Quality of Language</b>	
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**

<b>Communication</b>	
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.

<b>Spontaneity and Fluency</b>	
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.

<b>Quality of Language</b>		
<b>Range &amp; Complexity</b>	<b>Marks</b>	<b>Pronunciation &amp; Accuracy</b>
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.

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

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

**SCALING TABLES FOR ROLE PLAY AND PRESENTATION & DISCUSSION****ROLE-PLAY GRID**

<b>RAW MARK</b>	<b>SCALED MARK</b>
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**

<b>RAW SCORE FOR QUALITY</b>	<b>SCALED MARK OF LANGUAGE</b>
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 the weather is like			<i>(Es ist) sonnig</i>
Ask if your friend likes the food	<i>du hat lieber die Essen?</i>	<i>Möchtest du das Essen</i>	<i>Magst du das Essen?</i> <i>Ist (named food) gut?</i>
Say what you like to drink	Clearly Eng. pron e.g. Lemonade	Use of <i>möchte/mochte</i> in OCR <i>Ich gern Wasser</i>	<i>Ich trinke gern Wasser</i> <i>Brand names OK</i>
Say what you want to do		Use of <i>mag/mochte</i> in OCR <i>Fußball</i>	<i>(Ich möchte) schwimmen</i> <i>Ich möchte Fußball gespielt</i>

ROLE PLAY 2 FOUNDATION			
	0	1	2
Say what item of clothing you would like	Non-clothes item	Use of <i>mag/mochte</i> in OCR <i>Eine Hose</i>	<i>Ich möchte eine Hose / ein Geschenk</i> <i>Eine Hose <u>bitte</u></i>
Say the colour and size			<i>(Ich möchte) rot und klein</i> 1 + 1
Say who it's for	<i>meine Mutter</i>	Use of <i>vor/for</i> in OCR	<i>(Es ist) für meine Mutter</i>
Ask how much it costs		<i>Wie kostet das</i> <i>Was das kostet</i>	<i>Was kostet das?</i>

ROLE PLAY 3 FOUNDATION			
	0	1	2
Say how many people there are		Use of <i>der ist</i> in OCR	<i>(Es gibt/für) vier (Personen)</i>
Say where you would like a table		Use of <i>mag/mochte</i> in OCR	<i>(Ich möchte einen Tisch) in der Ecke/dort/draußen / hier</i>
Order something to eat or drink		NFP if <i>mag/mochte</i> used in 2 <sup>nd</sup> utterance and again here <i>Ein Glas Cola</i>	<i>Ein Glas Cola <u>bitte</u></i> <i>Ich möchte Tomatensuppe</i>
Ask where the toilet is	Clearly English pronunciation		<i>Wo ist/sind die Toilette(n)</i>

ROLE PLAY 4 FOUNDATION			
	0	1	2
Say you want 4 tickets	Wrong number <i>Vier</i> on its own	Use of <i>mag/mochte</i> in OCR	<i>Ich möchte vier (Karten/ Tickets)</i> <i>Vier (Karten) bitte</i>
Say what day and time you would like to go		NFP on <i>mag/mochte</i>	<i>Morgen (um) 8 Uhr</i> <i>Samstag (um) 8 Uhr</i> 1 + 1
Ask what time the concert ends	Clearly English 'concert'	Use of <i>wenn</i> in OCR	<i>Wann endet das (Konzert)?</i>
Spell out surname			At least 3 letters correct

ROLE PLAY 5 FOUNDATION			
	0	1	2
Say where you would like to go to	...in / von Hamburg...	Use of <i>mag/mochte</i> in OCR ...für Hamburg...	<i>Ich möchte nach Hamburg (fahren).</i> DO NOT penalise <i>gehen</i> . <i>Hamburg <u>bitte</u></i> <i>allow zum / zur</i>
Say what type of ticket you would like			<i>Einfach <u>bitte</u></i> <i>Einmal <u>bitte</u></i> <i>Erster/zweiter Klasse bitte</i> <i>Ich möchte...</i>
Ask when the train leaves	Use of <i>verlassen</i>	Use of <i>wenn</i> in OCR	<i>Wann fährt der Zug (ab)?</i> DO NOT penalise the use of <i>fahrt</i> / continuous present
Say thank you and goodbye		1 + 1	



ROLE PLAY 6 FOUNDATION			
	0	1	2
Say how you are going to travel		Use of <i>auf/bei</i> in OCR	<i>(Mit dem) Zug</i> Accept: <i>Ich gehe...</i> <i>Ich möchte mit dem Flugzeug gefahren</i> Any acceptable form of travel
Give 2 details of what you look like	Character details	1 + 1	<i>(Ich (bin)) klein (und habe) braunes Haar</i> <i>lange, braune Haare</i>
Say what you would like to do		Use of <i>mag/mochte</i> in OCR <i>Ich gehe gern ins Kino</i>	<i>(Ich möchte) schwimmen</i> <i>Ins Kino gehen</i>  <i>Ich möchte Fußball gespielt</i>
Ask your friend what the weather is like	Use of <i>Freund</i>	<i>Wie ist das Wetter mag?</i> <i>Was ist das Wetter?</i>	<i>Wie ist das Wetter?</i> <i>Ist es warm?</i>

## HIGHER TIER

ROLE PLAY 7 HIGHER					
	0	1	2	3	4
Say you would like a holiday job this summer			<i>Ich möchte einen Job im Sommer</i>		<i>Ich möchte einen Ferienjob im Sommer Ich möchte einen Job für den Sommer</i>
Say what type of work you would like and why		GP – no reason + rest appropriate	GP – reason only		<i>(Ich möchte) im Hotel arbeiten. Es ist interessant.</i>
Say what sort of work you have done – 2 details		1 detail <b>only</b>			Past tense not necessary: <i>Ich arbeite im Restaurant. Ich arbeite am Wochenende</i> Shop names OK
!Say where you come from. Give your surname and spell it		1 detail only	2 details only		<i>Ich bin Engländer(in).</i> Smith + at least 3 letters correct <i>Ich wohne in...</i> <i>Ich komme von England</i>

ROLE PLAY 8 HIGHER					
	0	1	2	3	4
Say you can't go walking and why		No reason	Reason only	Incorrect WO with modal verb	<i>Ich kann nicht. Ich habe einen Job</i>
!Say what you think of winter sports and why		No reason	Reason only		<i>Ich hasse das. Es ist zu kalt.</i>
Give 2 details of your summer holiday last year	Use of present	1 detail only <i>Tennis und Fußball</i>	<i>Ich <u>habe</u> Fußball spielen. Ich bin Fußball gespielt in OCR</i>	<i>Ich habe... gefahren</i>	<i>(Ich bin) mit meiner Familie nach Spanien gefahren Tennis und Fußball gespielt</i>
Give 2 details of your plans for the next school year		1 detail only	<i>Ich <u>werde</u> in die Oberstufe <u>gegangen</u> in OCR  Deutsche und Mathe</i>	<i>Ich bin gehen in die Oberstufe in OCR Incorrect WO with werde in OCR</i>	<i>Ich gehe in die Oberstufe. Ich mache 'A levels'. Use of 'college' OK not '<u>Kollege</u>' 2 subjects OK for 2 details (in a sentence) Allow details about job</i>

<b>ROLE PLAY 9 HIGHER</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Say what you have lost	Present tense Use of <i>verloren</i>				<i>Ich habe meine Brieftasche verloren Ich kann...nicht finden</i>
Say when and where you lost it	Present tense	1 detail only			<i>In dem Restaurant. Gestern</i>
!Give 2 details about the item		1 detail only			Any 2 appropriate details <i>Alt und klein</i>
Say why the item is important to you					<i>Das ist wertvoll/ es war ein Geschenk</i>

ROLE PLAY 10 HIGHER					
	0	1	2	3	4
Give 2 details about what you wear for school		1 detail only			<i>(Ich trage) eine schwarze Hose und ein Hemd/ meine Uniform ist blau und grau</i>
!Say how much homework you get and what you think of it		1 detail only	Use of <i>Uhr</i> in OCR		<i>2 Stunden jeden Tag. Das ist zu viel.</i>
Say what one of the rules is and what you think of it		1 detail only			<i>Man darf nicht rauchen. Das ist gut.</i>
Give 2 details of your plans for the next school year		1 detail only	<i>Ich <u>werde</u> in die Oberstufe <u>gegangen</u> in OCR</i>  <i>Deutsche und Mathe</i>	<i>Ich bin gehen in die Oberstufe in OCR</i>  Incorrect WO with <i>werde</i> in OCR	<i>Ich gehe in die Oberstufe. Ich mache 'A levels'.</i> Use of 'college' OK. 2 subjects OK for 2 details. Allow details about job.

<b>ROLE PLAY 11 HIGHER</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Say how you get to school and why		No reason	Reason only Use of... <i>auf / bei dem</i> <i>Bus</i> in OCR	<i>Ich gehe</i> + transport in OCR	<i>Ich fahre mit dem Bus. Es ist schnell</i>
Mention 1 environmental problem		Use of <i>der ist</i> in OCR			<i>Es gibt zu viele Autos</i>
Say 2 things you do for the environment		1 detail only			<i>Ich fahre Rad und ich recycle</i> <i>Nichts. Ich bin zu faul.</i>
!Say where you would like to live and why		No reason	Reason only		<i>In Amerika. Die Leute sind freundlich</i>

<b>ROLE PLAY 12 HIGHER</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Say you are going to be late and why		No reason	<i>Wir sind spät</i> in OCR Reason only		<i>Wir kommen spät an. Wir haben eine Panne (gehabt).</i>
!Say where you come from Give your surname and spell it		1 detail only	2 details only		<i>Ich bin Engländer(in). Smith + at least 3 letters correct. Ich wohne in... Ich komme von England</i>
Give <b>3</b> details of the reservation		1 detail only	2 details only		<i>Das ist ein Doppelzimmer mit Bad und Fernseher</i>
Say when you will arrive and where you want to eat		1 detail only			<i>Um 10 Uhr. Im Restaurant</i>

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## 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.

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## 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 gegeben*, *ich werde geblieben* and *ich bin gegeben* 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.