



General Certificate of Secondary Education

German 3661 Full Course *Specification A*

3661/S Speaking

Mark Scheme

2008 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.

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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.
- 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 (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.

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.
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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
<i>Quality of Language</i> 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
<i>Quality of Language</i> 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	SCALED MARK OF LANGUAGE
12	4
11	4
10	3
9	3
8	3
7	2
6	2
5	2
4	1
3	1
2	1
0	0
0	0

Part 2

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 where you would like to work	Use of 'werken' Present or past tense e.g. <i>Ich arbeite in einem Supermarkt</i> <i>In einem Supermarkt</i>	Use of <i>mag / mochte</i> in OCR	<i>Ich möchte in einer Bank arbeiten</i> <i>Ich will Lehrer werden</i> <i>Ich möchte in (town name) arbeiten</i>
Say why			<i>(Es ist) interessant</i> <i>Weil es interessant</i>
Say what you do with your money	CD (English pronunciation) DVD (English pronunciation)	<i>Kleidung</i>	<i>Ich kaufe Kleidung</i> <i>Einkaufen</i>
Ask if your friend has a job	Use of <i>Freund</i> Use of <i>werken</i>		<i>Hast du einen Job?</i> <i>(Wo) arbeitest du?</i> <i>Hast du eine Arbeit (e) werken (nfp)</i>

ROLE PLAY 2 FOUNDATION			
	0	1	2
Say where you live		<i>Ich wohne nach / zu Brentford Brentford (alone)</i>	<i>Ich wohne in Brentford/England Ich wohne in der Stadt Aus / von / in Brentford (with NO verb) Ich komme aus Brentford (Es) ist langweilig</i>
Say what you think about where you live		<i>langweilig</i>	
Ask what the weather's like in Germany		<i>Was...in OCR Omission of Deutschland in OCR Wie ist das Wetter mag...?</i>	<i>Wie ist das Wetter in Deutschland?</i>
Say one thing you do for the environment	<i>recycle (clearly English pronunciation)</i>	<i>Ich recycle Newspapers</i>	<i>Ich fahre Rad Ich recycle Papier/Paper (Ich) recycle (n) – clearly German pronunciation.</i>

ROLE PLAY 3 FOUNDATION			
	0	1	2
Ask how your friend is	Use of <i>Freund</i> <i>Wie bist du?</i> <i>Wie gehst du?</i>		<i>Wie geht's?</i>
Say how you are travelling		Use of <i>bei</i> or <i>auf</i> in OCR <i>Zug</i>	<i>(Ich fahre) mit dem Zug</i> <i>Ich fliege</i> Accept: <i>ich möchte mit dem Zug gefahren</i> Use of <i>gehen</i>
Say two items you will wear		1 item only in OCR <i>Jeans und ein Hemd</i>	<i>Ich trage Jeans und ein Hemd</i>
Say what the weather is like		<i>Es ist kalt mag</i>	<i>Es ist kalt</i>

ROLE PLAY 4 FOUNDATION			
	0	1	2
Say which place in town you want		Use of <i>mag / mochte</i> in OCR <i>Kino</i>	<i>Ich will / möchte</i> + any appropriate building <i>Das Kino bitte</i> <i>Wo ist das Kino?</i>
Ask if it's far	<i>Wo ist es?</i> <i>Ist es neben?</i>	<i>Ist es fern?</i> <i>Ist es Nähe/Nahe?</i>	<i>Ist es weit / in der Nähe?</i> (accept <i>Nahe</i>) <i>Wie weit ist es?</i>
Say how long you are staying for	Use of <i>stehen</i> (<i>Vor</i>) <i>eine Woche</i>	<i>Ich bleibe vor (in OCR)</i>	<i>Ich bleibe eine Woche</i> DO NOT penalise cont.pres. <i>Ich bleibe zwei Nächte/Nachts</i>
Say what you think of the town		<i>Interessant</i>	<i>Die Stadt / es ist interessant</i>

ROLE PLAY 5 FOUNDATION			
	0	1	2
Say what activity you would like to do		Use of <i>mag / mochte</i> in OCR <i>Badminton spielen</i>	<i>Ich möchte Badminton spielen</i> <i>Badminton spielen bitte</i>
Ask the cost per person		Was kostet das? <u>Wie</u> kostet das in OCR English pron. of Person in OCR Wie das kostet in OCR	Was kostet das pro Person? Wie viel pro Person?
Say which day you want to come	<i>Am Wochenende</i>	<i>Dein</i> stag	(am) <i>Samstag</i> <i>Heute</i> <i>Morgen</i>
Say thank you and goodbye		1 + 1	

ROLE PLAY 6 FOUNDATION			
	0	1	2
Ask where the friend lives	Use of <i>Freund</i> <i>Wer wohnt du?</i>		<i>Wo wohnst du?</i> <i>Wo lebst du?</i>
Say how many rooms your house has	Use of <i>Raum</i>	Use of <i>der ist</i> in OCR <i>Neun Zimmer</i>	<i>Es gibt / mein Haus hat neun Zimmer</i>
Say what you do to help	<i>Ich mache nichts</i>		<i>Ich mache mein Bett</i>
Say what you do at the weekend			<i>(Ich spiele) Tennis</i> <i>Kino</i> Accept: helping activity if different from above

ROLE PLAY 7 HIGHER					
	0	1	2	3	4
Say what you eat (2 details)		1 detail only			<i>Ich esse Salat und Fisch Ich esse gesund – viel Obst</i>
! Say what you think of smoking and why		GP – no reason + rest appropriate	GP – reason only + rest appropriate		<i>Ich finde das furchtbar. Es stinkt.</i>
Say what you did last weekend and why	Present tense	No reason <i>Letztes Wochenende spiele ich Tennis in OCR</i>	Reason only <i>Ich habe Tennis spielen in OCR Ich bin Tennis gespielt (in OCR)</i>	<i>Ich habe schwimmen gegangen</i>	<i>Ich habe Tennis gespielt. Es ist gesund</i>
Give 2 details of your routine during the week	<i>Past tense (alone)</i>	1 detail only	<i>Ich stehe um 7 Uhr und ich dusche (i.e. 'auf' is missing)</i>		<i>Ich stehe um 7 Uhr auf und ich dusche.</i>

ROLE PLAY 8 HIGHER					
	0	1	2	3	4
Say you don't like the cinema and why	Nein (alone)	No reason	Reason only		<i>Ich will nicht ins Kino gehen. Es ist zu teuer</i>
Say what you prefer to do and why		No reason	Reason only		<i>Tennis spielen. Es ist schnell</i>
Give 2 details of your holiday next year	Wrong tense	I detail only	<i>Ich werde mit meiner Familie nach Spanien gefahren</i>	Ich bin fahren...	Ich fahre mit meiner Familie nach Spanien
!Say what you think of German food and why		No reason	Reason only		<i>Es ist lecker. Ich mag Wurst</i>

ROLE PLAY 9 HIGHER					
	0	1	2	3	4
Say why you are phoning			<i>Ich möchte den Arzt sehen</i>		<i>Ich möchte den Arzt/Doktor sehen Ich bin krank</i>
Give two symptoms		1 detail only			<i>Ich habe Kopfschmerzen und Magenschmerzen</i>
Say what you did yesterday	Present tense	<i>Gestern spiele ich Tennis</i>	<i>Ich habe Tennis spielen</i>	<i>Ich habe schwimmen gegangen</i>	<i>Ich habe Tennis gespielt</i>
! Say where you are staying and what the phone number is		1 detail only Use of <i>stehe</i> / <i>Telefonnummer</i> / zéro in OCR		<i>Ich bin wohnen...</i>	<i>Ich wohne / bleibe im Hotel + appropriate numbers</i>

ROLE PLAY 10 HIGHER					
	0	1	2	3	4
Say when and where you did your work experience		1 detail only Wrong tense for <i>wann</i> part of the utterance in OCR			<i>(Ich habe) letztes Jahr in einem Büro (gearbeitet)</i>
Give 2 details of what you did there	Present tense	1 detail only			<i>(Ich habe) fotokopiert und die Post sortiert</i>
! Say if this is the career you want and why (not)		No reason <i>Ja / nein</i> alone	Reason only		<i>Nein, es war sehr langweilig</i>
Give 2 details of what you do at the weekend	Past tense eg. <i>ich bin schwimmen gegangen</i>	1 detail only <i>Letztes Wochenende gehe ich schwimmen</i>	<i>Fußball und Tennis</i>	<i>Ich bin...</i>	<i>Tennis spielen und ins Kino gehen</i>

ROLE PLAY 11 HIGHER					
	0	1	2	3	4
Give two details about the weather	If teacher asks 'Wie ist das Wetter?' following incorrect response.	1 detail only			Es ist warm und sonnig
! Say what you think of the town and why		No reason	Reason only		Ich mag die Stadt, weil es viel zu tun gibt
Say what you did yesterday and give your opinion	Present tense	No reason Gestern spiele ich Tennis in OCR	Reason only Ich habe Tennis spielen in OCR	Ich habe schwimmen gegangen in OCR	(Ich habe) Tennis gespielt. Es war prima
Describe a problem with the hotel		Es gibt ein Problem			Es ist sehr teuer

ROLE PLAY 12 HIGHER					
	0	1	2	3	4
Say you cannot work because the phone is not working	English Problem for that part of utterance.	No reason	Reason only	GP – wrong WO with modal verb in OCR	<i>Ich kann nicht arbeiten. Das Telefon funktioniert nicht</i>
Say what you think of working in Germany and why		No reason	Reason only		<i>Sehr gut. Die Leute sind freundlich.</i>
! Say what you did last weekend	Present tense	<i>Letztes Wochenende spiele ich Tennis</i>	<i>Ich habe Tennis spielen</i>	<i>Ich habe schwimmen gegangen</i>	<i>Ich habe Tennis gespielt</i>
Say what you plan to do for work and why		No reason	Reason only		<i>Ich möchte Arzt werden. Es ist interessant. Ich möchte in...arbeiten, weil es groß ist</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 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 2008 tests only. There may be additional clarifications for the marking of the 2009 tests.