



General Certificate of Secondary Education

German 3662

Specification B

36604/S Module 4 Speaking

Mark Scheme

2005 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 - 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 gives written details of suggested marks for possible utterances made by candidates in the role- playing situations. This guidance 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.

All columns must be completed for all candidates.

Foundation Tier

Role Play	$4 \times 2 =$	8
Conversation A + B		
Communication	$(A) 8 + (B) 8 =$	16
Spontaneity & Fluency		8
Quality of Language	$12 + 12 =$	24
	Maximum Total	56

Higher Tier

Role Play	$4 \times 4 = 16 + (2 \times 2 = 4) = 20 \div 2$	10
Conversation A + B		
Communication	$(A) 8 + (B) 8 =$	16
Spontaneity & Fluency		8
Quality of Language	$12 + 12 = 24 (24 \times 3) \div 2 =$	36
	Maximum Total	70

3 Role Playing Situations Foundation Tier

- 3.1 You must mark role-plays in accordance with the criteria given in this booklet and with Part 2 of the mark scheme.
- 3.2 Each Role-play consists of four discrete tasks. For each of the tasks a maximum of two marks may be awarded in accordance with the assessment criteria below. There are no greetings or endings included in the tasks. Any greetings / endings given by the candidate should be ignored for assessment purposes.
- 3.3 The cards clearly instruct the candidate to speak first. The teacher may need to prompt the candidate to begin the first task but if any vocabulary or structure relevant to the first task is given in so doing then no mark may be awarded for the first task.
- 3.4 The teacher's script is prescriptive. The candidate may not receive credit for repeating something which has been provided by the teacher in the form of a prompt, whether intentionally or not.
- 3.5 Bracketed material in the marking schemes is not required for the award of a mark.
- 3.6 If a candidate corrects him/herself without any teacher intervention, the correction should be accepted as the candidate's intended response.
- 3.7 If the candidate fails to say anything and the teacher prompts him/her without in any way alluding directly to the task, the candidate's subsequent response should be accepted.
- 3.8 If a candidate gives an incorrect response and the teacher questions it e.g. "I don't understand" or "that's not true" whereby the teacher is indicating that the utterance is incorrect or incomprehensible, then no marks should be awarded for any further attempt by the candidate.
- 3.9 Where a teacher has clearly not heard what a candidate has said and asks the candidate to repeat what was first said, then award marks as appropriate for the repeated utterance ignoring any difference between the two utterances.
- 3.10 If the teacher provides either vocabulary or structures which are in any way connected with the task no marks may be awarded, irrespective of what the candidate says.
- 3.11 There will be occasions when a candidate's utterance cannot be heard however many times the cassette is replayed. In such cases no marks can be awarded.
- 3.12 Accept the familiar or polite form in all role-plays.
- 3.13 Do not accept English pronunciation of words in the target language when assessing communication.
- 3.14 In items where a verb is required, a mark cannot be awarded for verbs indicating an incorrect time frame.
- 3.15 You should not penalise the candidate for 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).

The following applies to Higher Role-Plays only

- 3.16 The teacher-examiner interventions may not be altered in any way. Each intervention may be repeated once only. If the candidate fails to respond after the first hearing, the intervention may not be reworded for the repetition. It may not be repeated or reworded if the candidate fails to respond on the second occasion.
- 3.17 In all Role-Plays where the response is given to a teacher intervention, credit must also be given for alternatives which are valid in the context and may not appear in the mark scheme.
- 3.18 Marks out of four are awarded for each of the four candidate utterances at Higher Tier on a combined Communication and Quality of Language basis.
- 3.19 Marks out of 2 are awarded for the responses to the teacher interjections at Higher Tier. These responses are marked for Communication only.

4 Conversation

- 4.1 You must mark the conversation in accordance with the criteria in this booklet.
- 4.2 You must not make allowances for poor teacher conduct of the conversation. You can only assess what you hear.
- 4.3 The mark for Quality of Language is limited by the mark for Communication

Communication Mark	Maximum Range & Complexity	Maximum Pronunciation & Accuracy
0	0	0
1-2	4	4
3-4	6	6
5-6	8	8
7-8	12	12

- 4.4 The mark for Spontaneity and Fluency is not limited by the Communication mark band at either tier.
- 4.5 To score 7 marks or more for Range and Complexity the candidate needs to show the ability to refer to past, present and future events using a verb and /or appropriate time indicator.
- 4.6 A successful example of each time frame is required for a candidate to have access to 7 marks for Range and Complexity. “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 If the Conversation is too long, you should stop marking after the prescribed time. If the Conversation is too short, candidates are unlikely to score high marks for Communication.
- 4.8 If the candidate produces a Conversation that consists largely or entirely of material outside the scope of the Conversation topic(s), you should treat the irrelevant material as if it were silence and award accordingly for Communication.

- 4.9 If the candidate speaks only on one topic throughout the Conversation then no Communication marks can be given for the topic omitted. Quality marks are awarded for the Conversation as a whole so marks for Range and Complexity and Pronunciation and Accuracy should in such cases be awarded bearing in mind that the candidate has only attempted half of the required Conversation.

Role-play

The following criteria are used for the Role-Playing situations in Module 4.

The Foundation Tier Role-Play is marked out of 8 as follows:

Foundation Tier 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 marks	

The Higher Tier Role-Play is marked out of 10 in the following way. Each task is marked out of 4 for Communication and Quality of Language.

Higher Tier 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 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.

Each response to an intervention question from the teacher-examiner is marked out of 2.

Higher Tier Interventions – Communication	
0	Required message not communicated
1	Comprehension difficult or ambiguous. Some relevant information conveyed
2	Required message conveyed even if not totally correct
2 tasks x 2 = 4 marks	

The mark out of 16 for the four tasks is added to the mark out of 4 for the interventions. The resulting mark out of 20 is divided by 2 to give a total mark out of 10 for the Higher Tier Role-Play. (Half marks are rounded up).

Conversation

The following criteria will be used for the Conversation in Module 4. Each conversation topic is marked out of 8 for Communication.

Communication	
0	Nothing relevant communicated or what is said consists of individual words making no coherent sense.
1-2	A little relevant information is communicated. The candidate responds to a number of questions but replies are very brief and there is little if any development.
3-4	Some communication takes place. The candidate responds to many of the questions asked, and there is some further development.
5-6	Quite a lot of communication takes place. The candidate responds well to most of the questions and extends many of the answers.
7-8	The candidate communicates all that is required with only very occasional omissions and develops the conversation in an interesting and informative way.

The conversation as a whole is marked out of 8 for Spontaneity and Fluency using the criteria below.

Spontaneity and Fluency	
0	Very hesitant and disjointed.
1-2	Sometimes hesitant; little natural flow of language.
3-4	Ready responses; some evidence of an ability to sustain a conversation; little if any initiative
5-6	Answers without hesitation and extends responses beyond minimal requirements with some flow of language; may sometimes take the initiative.
7-8	Responds readily and shows some initiative; conversation sustained at a reasonable speed; language expressed fluently

The Conversation as a whole is marked for Quality of Language using the criteria below.

Marks	Range & Complexity	Pronunciation & Accuracy
0	Occasional words which make little coherent sense.	The language used makes comprehension almost impossible.
1 – 2	Simple vocabulary in lists, phrases or short sentences which sometimes communicate.	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
3-4	Responses dependent on structures and vocabulary from stimulus but limited in breadth and variety. Some responses in simple complete sentences.	Pronunciation generally recognisable but with quite frequent error. Messages usually communicated but errors quite frequent.
5-6	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.	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.
7-8	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.	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.
9-10	Wide range of vocabulary and structure used appropriately in complex responses, many of which show considerable independence of the stimulus.	Structures and pronunciation generally accurate causing only very occasional problems with communication. There is accurate use of a variety of tenses.
11-12	Wide-ranging vocabulary and structures appropriately used in complex and extended answers.	Only very minor errors in structure and pronunciation. Good accent and intonation. All messages fully communicated accurately using a variety of tenses.

Marks are given out of 12 for Range & Complexity and Pronunciation & Accuracy. At Foundation Tier the total mark is out of 24. At Higher Tier, the mark out of 24 is multiplied by 3 and divided by 2 to give a total mark out of 36. (Half marks are rounded up).

Foundation Tier**Role Play 1**

	TASK	2 Marks	1 Mark	0 Mark
1	Say where you want to go	Ich möchte / will nach Bonn (fahren) Nach Bonn bitte Accept any logical destination	Ich mochte in o.c.r. Nach Bonn	Bonn Ich möchte
2	Say what day you want to go	Ich möchte / will am Montag fahren / gehen Am Montag bitte morgen/heute Accept dates	Ich mochte in o.c.r. Am Montag	Montag
3	Ask what time the bus departs	Wann fährt der Bus (ab)?	Wann ist der (nächste) Bus?	Wann der Bus? Wenn in o.c.r.
4	<i>Say what type of ticket you want</i>	Ich möchte eine einfache Fahrkarte Eine einfache Fahrkarte bitte	Eine Fahrkarte bitte einfach Ich mochte in o.c.r.	Einmal Fahrkarte Eine Karte bitte Ich möchte eine Karte bitte

Role Play 2

	TASK	2 Marks	1 Mark	0 Mark
1	Say where you want to go	Ich möchte/will ins Kino (gehen) Ins Kino bitte	Ich mochte in o.c.r.	Ich gehe (gern) ins Kino Das Kino
2	Ask where to meet your friend	Wo treffen wir (uns)?	Wo treffen?	Wo?
3	Ask what time to meet	Wann treffen wir (uns)?	Wann treffen?und wann?	Wann treffen wir sich? Wann?
4	<i>Say what you are going to wear</i>	Ich trage Jeans		(Ich) Jeans

Role Play 3

	TASK	2 Marks	1 Mark	0 Mark
1	Say how many are in your group	Es gibt drei in meiner Gruppe Wir sind vier	Die Gruppe ist acht	Zwei
2	Say how many nights you want to stay	Ich möchte / will zwei Nächte bleiben	Ich möchte in o.c.r. Ich bleibe zwei Nächte Kann ich zwei Nächte bleiben?	Du kannst / willst zwei Nächte bleiben?
3	Say what meals you want	Ich möchte / will Mittagessen und Abendessen Ich möchte / will NUR Mittagessen	Ich möchte in o.c.r. Kann ich Abendessen (und Mittagessen) haben, bitte? Ich möchte / will Mittagessen	Ich möchte / will Hamburger und Pommes frites
4	<i>Ask for something you need</i>	Haben Sie einen Parkplatz? Accept du Gibt es einen Parkplatz?	Ich möchte / will einen Parkplatz	

Role Play 4

	TASK	2 Marks	1 Mark	0 Mark
1	Say where you want to sit	Ich möchte / will am Fenster sitzen	Ich mochte in o.c.r.	Ich möchte am Fenster Fenster
2	Say what you want to eat	Ich möchte / will eine Pizza (essen / haben)	Ich mochte in o.c.r. Pizza bitte Ich esse Pizza	Ich esse gern Pizza Pizza
3	Say what you want to drink	Ich möchte / will Cola (trinken)	Ich mochte in o.c.r. Cola bitte / Ich trinke Cola	Ich trinke gern Cola Cola
4	<i>Ask where the toilets are</i>	Wo sind die Toiletten?	Die Toiletten? Gibt es Toiletten?	English pronunciation

Role Play 5

	TASK	2 Marks	1 Mark	0 Mark
1	Say where you come from	Ich komme aus England / Ipswich Ich bin Engländer / Engländerin Ich bin Englisch	Ich Engländer / Engländerin	Ich England Ich Englisch / English
2	Say what hurts you	Ich habe Kopfschmerzen Mein Kopf tut weh	Mein Kopf Kopfschmerzen	
3	Say how long you are staying	Ich bleibe bis Dienstag Ich fahre in sieben Tagen Ich bin sieben Tage hier	Drei Tage hier	Am Montag
4	<i>Ask how often you have to take the medicine</i>	Wie oft muss ich die Tabletten / Medikament (or any other remedy) nehmen / haben?	Tabletten oft?	Ich will Tabletten haben

Role Play 6

	TASK	2 Marks	1 Mark	0 Mark
1	Say what accommodation you are looking for	Ich möchte / will ein Einzelzimmer (haben) Ich möchte / will in einem Hotel bleiben	Ich möchte Hotel Gibt es ein Hotel hier? Ich mochte in o.c.r.	Hotel
2	Say where in the town you want to stay	Ich möchte / will in der Stadtmitte bleiben / schlafen In der Stadtmitte bitte Ich mochte in o.c.r.	In Stadtmitte Ich möchte auf dem Lande bleiben Ich mochte in o.c.r.	Wo in der Stadt?
3	Ask how much it costs	Wie viel kostet das? Wie viel bitte?	Was kostet?	Was ist das?
4	<i>Ask how to get there</i>	Wie komme ich dorthin / zum Hotel?	Kann ich mit dem Auto fahren?	Wie weit ist das?

**Higher Tier
Role Play 7**

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Mark
1	Welche Filme gibt es? Wann beginnt der Film? Gibt es einen Horrorfilm? Answer may contain one minor error.	Two minor errors.	More than two minor errors	Statement instead of question. A major error. Wann Film?	Der Film ist zu teuer
2	Ich möchte / Ich will am Mittwoch / heute kommen Answer may contain one minor error.	Two minor errors.	More than two minor errors Ich komme heute	Ich mochte am Mittwoch kommen A major error.	Mittwoch
3	N/A	N/A	(Ich möchte / Ich will um) zehn Uhr (kommen)	Zehn	Zehn Stunde
4	Ich bin sechzehn (Jahre alt) + Wie viel kostet es? / Was ist der Preis? 2 details Answer may contain one minor error.	Two minor errors	More than two minor errors	One correct element of the message only Both elements of the message but with one major error	Sechzehn
5	Kann man eine Karte reservieren? Gibt es einen Parkplatz neben dem Kino? Answer may contain one minor error.	Two minor errors	More than two minor errors	Statement instead of question. A major error.	
6	N/A	N/A	Any plausible answer and does not need to be linked to task 5 Mit dem Zug		

Role Play 8

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Mark
1	Ich möchte / will übernachten Wir möchten / ich möchte eine Nacht / eine Woche bleiben Any plausible request within context.			(Vor) Eine Woche Für eine Woche bitte Ich mochte eine Nacht / eine Woche bleiben Question instead of statement	
2	Ich möchte / Ich will einen Schlafsack mieten			Ich mochte einen Schlafsack mieten Question instead of statement	
3	N/A	N/A	Ich bleibe von Montag bis Freitag	Ich bleibe drei Nächte Question instead of statement	
4	Ich möchte / Ich will das alte Rathaus besuchen 2 details			Ich bin gehen Rathaus Ich mochte zum Rathaus gehen Question instead of statement Only 1 detail	
5	Wann macht das Rathaus / es auf? Wann ist das Rathaus offen?		Wann aufmachen der Rathaus?	Statement instead of question	
6	N/A	N/A	(Ich komme) aus England / Luton Nationality or home town	Ich bin Englisch Ich komme von England	England (English pronunciation)

Role Play 9

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Mark
1	Man hat meine blaue Jacke gestohlen Meine blaue Jacke wurde gestohlen 2 details		Meine blaue Jacke ist gestohlen	One detail only	
2	Ich war im Park in der Mitte der Stadt			Ich war im Park (ie nicht genau) One major error	
3	N/A	N/A	Um zehn Uhr		Es ist zehn Uhr
4	Er / Sie hat braune Haare und blaue Augen 2 details			One detail or one major error	
5	Muss ich etwas unterschreiben? Darf ich gehen?			Statement instead of question	
6	N/A	N/A	(Meine Telefonnummer ist) 0987654		

Role Play 10

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Mark
1	Ich möchte / will einen Tisch für Donnerstag reservieren / am achten November kommen			Ich mochte einen Tisch für Montag Ich werde am kommen Use of vor	
2	N/A	N/A	Zehn Uhr Accept both 12 and 24 hour clock		Zehn
3	Es gibt vier Personen in meiner Gruppe Wir sind alle Vegetarier			Question instead of statement	
4	Ich möchte / will in der Ecke sitzen			Ich mochte	
5	N/A	N/A	Anything plausible		
6	Haben sie einen Parkplatz? / Anything plausible			Statement instead of question	

Role Play 11

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Mark
1	Ich möchte / will eine Hose kaufen			Question instead of statement	
2	(In) Blau und Größe 12 / Klein (Provided verb used in Task 1) Accept English or continental sizes		(In) Blau und Größe 12 (i.e. without a verb in Task 1)	Question instead of statement	
3			(Ich habe) 20 Euro / Franken	English pronunciation of Euro in o.c.r.	Use of Pfund / Mark
4	Ich gehe zu einer Party / weil ich zu einer Party gehen			Major error	
5	N/A	N/A	(Ich esse) Salat	(Ich esse) Salat und Cola Ich gehe zu MacDonaldis	Cola
6	Können wir auch ins Kino gehen?			Statement instead of question	

Role Play 12

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Mark
1	Ich muss (mein) Geld wechseln			Question instead of statement	
2	Ich will (auch) schwimmen gehen		Ich gehe schwimmen	One major error	
3	N/A	N/A	Any plausible answer		
4	Wo fährt der Bus ab? / Wo kann man am besten Kleider kaufen?				
5	Ich will allein (in die Stadt) gehen Ich will mit Peter gehen				
6	N/A	N/A	Vier Uhr	Vier	Mit dem Bus

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.

6. Omission of reflexives.

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

7. 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.

8. Incorrect comparative/superlative

9. Use of du and Sie.

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

10. 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
- 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 2005 tests only. There may be additional clarifications for the marking of the 2006 tests.