



# General Certificate of Secondary Education

## German 3662 *Specification B*

*36604/S Module 4 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 - 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

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

#### Higher Tier

<b>Role Play</b>	$4 \times 4 = 16 + (2 \times 2 = 4) = 20 \div 2$	10
<b>Conversation A + B</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:

<b>Foundation Tier 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 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.

<b>Higher Tier 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 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.

<b>Higher Tier Interventions – 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
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.

<b>Communication</b>	
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.

<b>Spontaneity and Fluency</b>	
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.

<b>Marks</b>	<b>Range &amp; Complexity</b>	<b>Pronunciation &amp; Accuracy</b>
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).



**SPEAKING TESTS - PART TWO****General Principles**

Not all tasks require a verb to communicate. However, for the first task of each Foundation role play a verb **is** normally required to gain full marks. This applies to **all** Foundation role plays.

In utterances where there is communication in the incorrect tense, award 1 mark.

In all cases where a question form is required, if it is given in the form of a statement, award 1 mark..

**Foundation Tier - Role Play 1**

<b>TASK</b>	<b>2 Marks Required message conveyed even if not totally correct</b>	<b>1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed</b>	<b>0 Mark Required message not communicated</b>	<b>Comments</b>
1. Say what you have lost	Ich habe X verloren Ich kann X nicht finden	X verloren		
2. Say where you lost it	Im Park	Park		
3. Give <b>two</b> details about it	X ist klein und braun	One detail		
4. Ask for their telephone number	Was ist Ihre Telefonnummer? Ihre Telefonnummer bitte? Accept dein in o.c.r.		Incorrect possessive – mein etc	

## Role Play 2

<b>TASK</b>	<b>2 Marks</b> <b>Required message conveyed even if not totally correct</b>	<b>1 Mark</b> <b>Comprehension difficult or ambiguous. Some relevant information conveyed</b>	<b>0 Mark</b> <b>Required message not communicated</b>	<b>Comments</b>
1. Say where you want to travel to	Ich möchte / will nach Berlin fahren Nach Berlin <u>bitte</u>	Nach Berlin Berlin bitte clear möchte	Berlin (etc)	
2. Say what ticket you want	(Eine) Rückfahrkarte <u>bitte</u> (Einmal) einfach <u>bitte</u>	(Eine) Fahrkarte (Ein) Ticket Einfach		
3. Ask how much it costs	Wie viel kostet das? Was kostet das?	Wie viel? Kosten?		
4. Ask when the train arrives	Wann kommt der Zug(an)? Wann ist der Zug hier? Wann ist der Zug in Berlin?	Wann der Zug? Wann ist der Zug?	Ankommen Wenn .....	

**Role Play 3**

<b>TASK</b>	<b>2 Marks</b> <b>Required message conveyed even if not totally correct</b>	<b>1 Mark</b> <b>Comprehension difficult or ambiguous. Some relevant information conveyed</b>	<b>0 Mark</b> <b>Required message not communicated</b>	<b>Comments</b>
1. Say where you want to sit	Ich will (in der Ecke) etc <u>sitzen</u> In der Ecke <u>sitzen</u> bitte kann ich o.c.r.	Ecke Fenster		
2. Say what you want to drink	Eine Tasse Kaffee bitte	Ich trinke Kaffee Kaffee Ich trinke gern Kaffee		Acc. Brand names
3. Say what you want to eat	Ich will Schinkenomelett (haben) (bitte) (Kann ich) Schinkenomelett (haben) bitte?	Ich esse Schinkenomelett gern		
4. Ask for the bill	Zahlen, bitte! Die Rechnung, bitte! Ich möchte (bitte) bezahlen Was macht das (bitte)? Was kostet das (bitte)?	Wie viel? Kosten? Zahlen Die Rechnung		

### Role Play 4

<b>TASK</b>	<b>2 Marks</b> <b>Required message conveyed even if not totally correct</b>	<b>1 Mark</b> <b>Comprehension difficult or ambiguous. Some relevant information conveyed</b>	<b>0 Mark</b> <b>Required message not communicated</b>	<b>Comments</b>
1. Say where you want to go this evening	Ich will (heute Abend) ins Kino (gehen) Ins Kino bitte	Kino bitte. (no ins) Ins Kino	Kino	
2. Ask what time it opens	Wann macht es auf? Wann beginnt der Film? Wann beginnt es?	Statement instead of question Wann offen?	Wenn	Accept if no logic here
3. Ask if you can eat there	Kann man (dort) essen? Gibt es ein Restaurant / McDonald (dort)?	Ich möchte (dort) essen. Dort essen. Ist der ein Restaurant?	Essen	
4. Ask how to get there	Wie komme ich zum .... Wie komme ich dorthin? Kann man mit dem Bus (dorthin) fahren?	Wie komme ich? Gibt es einen Bus?	Wo ist das Kino?	

**Role Play 5**

<b>TASK</b>	<b>2 Marks</b> <b>Required message conveyed even if not totally correct</b>	<b>1 Mark</b> <b>Comprehension difficult or ambiguous. Some relevant information conveyed</b>	<b>0 Mark</b> <b>Required message not communicated</b>	<b>Comments</b>					
1. Say what you want to send	Ich will (einen Brief) schicken / senden	Einen Brief schicken / senden	Ein Brief bitte	Verb essential for sending					
2. Say where it is going to	Ins England Nach England Zu England	England. English pronunciation	In England Aus England						
3. Ask how long it takes	<table style="border: none; margin-left: 20px;"> <tr> <td style="padding-right: 5px;">nimmt</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="2" style="padding-left: 5px;">es?</td> </tr> <tr> <td style="padding-right: 5px;">braucht</td> <td style="padding-left: 5px;">das?</td> </tr> </table> Wann kommt ....an?	nimmt	}	es?	braucht	das?	Wie lange? Wie lange ist das/es?		
nimmt	}	es?							
braucht			das?						
4. Ask how much it costs	Wie viel kostet das? Was kostet das?	Wie viel? Kosten?							

### Role Play 6

<b>TASK</b>	<b>2 Marks</b> <b>Required message conveyed even if not totally correct</b>	<b>1 Mark</b> <b>Comprehension difficult or ambiguous. Some relevant information conveyed</b>	<b>0 Mark</b> <b>Required message not communicated</b>	<b>Comments</b>
1. Say which country you come from	Ich bin aus England Ich komme aus England Ich bin Engländer / Engländerin	Ich bin Englisch		
2. Say what you want to visit	Ich will das Rathaus besuchen / sehen Das R. besuchen bitte	Das Rathaus besuchen / sehen	Das Rathaus (bitte)	Verb needed here
3. Ask how far away it is	Wie weit ist es (von hier)? Ist es weit? Ist es hier in der Nähe? Accept "Nahe"	Wo ist .....?	Wie komme ich dorthin?	
4. Ask how to get there	Wie komme ich dorthin? Kann man mit dem Bus fahren?	Wie komme ist?	Wo ist .....?	

**Higher Tier****General Principles:**

Although one minor error is allowed, for full marks we are looking for a full response, which includes the use of a verb in the correct time frame. This applies to all Higher Tier role-play tasks.

For Teacher interventions one detail required – may not always require a verb. Must be feasible answer in context of role-play. This applies to all teacher interventions in all role-plays.

**Role-Play 7**

**Allow:**      **1 minor error**      **2 minor errors**      **3+ minor errors**

<b>TASK</b>	<b>4 Marks</b> Appropriate and correct response. The task is accomplished fully and without significant error	<b>3 Marks</b> Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	<b>2 Marks</b> Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	<b>1 Mark</b> 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	<b>0 Marks</b> Required message not communicated	<b>Comments</b>
1. Sag, was du im Freizeitzentrum machen willst.	Ich will schwimmen gehen.			Ich mochte ..... Ich werde ..... Ich gehe .....		
2. Sag, um wie viel Uhr du kommst und mit wem.	(Ich komme) um vier Uhr mit meinem Freund			One detail only		

<b>TASK</b>	<b>4 Marks</b>	<b>3 Marks</b>	<b>2 Marks</b>	<b>1 Mark</b>	<b>0 Marks</b>	<b>Comments</b>
	<b>Appropriate and correct response. The task is accomplished fully and without significant error</b>	<b>Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension</b>	<b>Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message</b>	<b>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</b>	<b>Required message not communicated</b>	
<b>3. An welchem Tag wollen Sie kommen?</b>			(Am) Mittwoch			
4. Frag nach Essensmöglichkeiten.	Kann man dort essen? Gibt es ein Mc Do / Restaurant? Kann man dort Pommes essen?			Statement instead of question Kann man essen? Kann man + specific food + essen		
<b>5. Wie oft wollen Sie ins Freizeitzentrum kommen?</b>			Nur heute Einmal pro Woche			
6. Frag nach sonst etwas.	Anything plausible in context e.g. Gibt es einen Parkplatz?			Statement instead of question		



## Role Play 8

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks	Comments
	Appropriate and correct response. The task is accomplished fully and without significant error	Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	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	Required message not communicated	
1. Sag, wann du kommen willst – Tag und Datum.	Ich will am Montag dem zehnten April kommen			One detail only Ich komme in o.c.r.		
2. Sag, was für Zimmer du brauchst – zwei Details.	Ich will ein Einzelzimmer mit Dusche (haben) .....bitte			One detail only Ein Einzelzimmer (mit Dusche) ( <u>no</u> bitte)		
<b>3. Wie lange bleiben Sie?</b>			Eine Woche			
4. Frag nach Mahlzeiten.	Wann ist Abendessen etc? Kann man abends im Hotel essen?			Gibt es ein Restaurant? Kann man im H essen? Statement instead of question		
<b>5.Und Ihre Telefonnummer?</b>			Any number of 5+ digits	1-4 digits 'Zero' + other digits		
6. Frag nach sonst etwas.	Anything plausible in context e.g. Haben Sie ein Fitnesszentrum?			Statement instead of question		

**Role Play 9**

<b>TASK</b>	<b>4 Marks</b>	<b>3 Marks</b>	<b>2 Marks</b>	<b>1 Mark</b>	<b>0 Marks</b>	<b>Comments</b>
	<b>Appropriate and correct response. The task is accomplished fully and without significant error</b>	<b>Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension</b>	<b>Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message</b>	<b>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</b>	<b>Required message not communicated</b>	
1. Sag, was du gekauft hast <b>zwei</b> Details.	Ich habe eine braune Jacke gekauft			One detail only		
2. Sag, warum du es gekauft hast.	Das war ein Geschenk Das ist ein Geschenk Für meine Schwester			Ein Geschenk vor meiner Schwester	meine Schwester	
3. Beschreib das Problem.	Sie ist schmutzig					
<b>4. Wann haben Sie es gekauft?</b>			Letzte Woche Montag			
5. Sag, was du jetzt haben willst.	Ich will eine neue Jacke. Ich will mein Geld zurück(haben)		Ich möchte mein Geld (haben)			
<b>6. Wie lange bleiben Sie noch in Deutschland?</b>			<u>Bis</u> Donnerstag Eine Woche	Vor + time	Day on its own	

**Role Play 10**

<b>TASK</b>	<b>4 Marks</b>  Appropriate and correct response. The task is accomplished fully and without significant error	<b>3 Marks</b>  Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	<b>2 Marks</b>  Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	<b>1 Mark</b>  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	<b>0 Marks</b>  Required message not communicated	<b>Comments</b>
1. Sag, warum du zum Arzt kommst.	Ich habe Magenschmerzen					
<b>2. Seit wann haben Sie das Problem?</b>			Gestern (Abend) Freitag			
3. Sag, was du in Österreich machst.	Ich bin [hier] auf Urlaub					
4. Sag, wo du im Moment wohnst – zwei Details.	Ich wohne bei meinem Freund am Stadtrand Acc UK/Home address			One detail		
<b>5. Und wie fahren Sie nach Hause?</b>			Mit dem Flugzeug Mit dem Bus Zu Fuß	Flugzeug Bus		
6. Frag nach sonst etwas.	Anything plausible in context e.g. Muss ich Tabletten nehmen?			Statement instead of question		

**Role Play 11**

<b>TASK</b>	<b>4 Marks</b>	<b>3 Marks</b>	<b>2 Marks</b>	<b>1 Mark</b>	<b>0 Marks</b>	<b>Comments</b>
	<b>Appropriate and correct response. The task is accomplished fully and without significant error</b>	<b>Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension</b>	<b>Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message</b>	<b>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</b>	<b>Required message not communicated</b>	
1. Sag, wohin du gehen willst <b>zwei</b> Details.	Ich will zum Freizeitpark in der Stadtmitte gehen Accept 'wir'			One detail Ich werde / gehe +o.c.r.		
2. Sag, wann du das machen willst – Tag und Uhrzeit.	(Ich will) (am) Mittwoch um zehn (Uhr) (gehen)			One detail		
<b>3. Wie groß ist Ihre Gruppe?</b>			Wir sind drei sehr (etc) groß 3 Personen	drei groß	Ich bin allein	
4. Sag, warum du das machen willst.	Ich will [dort] + activity e.g. Kanufahren Ich mag .....			Question instead of statement		Any logical reason
5. Frag nach sonst etwas.	Anything plausible in context e.g. Ist es billiger für Kinder? Wie komme ich am besten dorthin?			Statement instead of question		
<b>6. Was wollen Sie heute Abend machen?</b>			(Ich will) ins Kino gehen	Ich gehe/werde + o.c.r.		

**Role Play 12**

<b>TASK</b>	<b>4 Marks</b> Appropriate and correct response. The task is accomplished fully and without significant error	<b>3 Marks</b> Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	<b>2 Marks</b> Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	<b>1 Mark</b> 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	<b>0 Marks</b> Required message not communicated	<b>Comments</b>
1. Sag deinen Namen und wie alt du bist.	Ich heiße X und bin sechzehn			One detail		
<b>2. Wie lange lernst du schon Deutsch?</b>			[Seit] drei Jahre[n]			
3. Sag, was du in Deutschland sehen willst – <b>zwei</b> Details.	Ich will ein Fußballspiel sehen und ins Theater gehen or adj. + detail			One detail Ich gehe/werde/sehe/ in o.c.r.		
<b>4. Wie bist du nach Deutschland gekommen?</b>			Mit dem Zug	Zug	zu Fuß	
5. Sag, was du in Deutschland kaufen willst.	Ich will ein Buch kaufen			Ich kaufe		Remember n.f.p. rule
6. Frag nach sonst etwas.	Anything plausible in context e.g. Muss ich jeden Tag zur Schule kommen?			Statement instead of question		

## 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 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.