



# **General Certificate of Secondary Education**

## **German 4662** *Specification B*

### **Module 4 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 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
Total	Maximum	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
Total	Maximum	70

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### 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
1-4	6	6
5-8	8	8
9-12	10	10
13-16	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).

## PART TWO

### Foundation Tier

#### 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 one mark.

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

#### Role-Play 1

TASK	2 Marks Required message conveyed even if not totally correct	1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed	0 Mark Required message not communicated	Comments
1. Say you would like two tickets.	Ich möchte zwei (Eintritts) Karten. Zwei (Eintritts)karten, <u>bitte</u> .	Ich möchte in OCR Zwei Eintrittskarten (Für) zwei Personen (bitte)	Zwei	Reject Tickets
2. Say for which day and time.	(Für) Montag, (um) acht Uhr	Day or time omitted.		
3. Ask when it ends.	Wann ist es/das Konzert zu Ende? Wann endet es? Wie lange dauert es?	Wann zu Ende? Wie lange?	Wenn in OCR	
4. Say thank you and goodbye.	Danke. Auf Wiedersehen. Tschüs [Part One mark scheme paragraph 3.2 does not apply here]	One element omitted.		

**Role-Play 2**

<b>TASK</b>	<b>2 Marks</b> Required message conveyed even if not totally correct	<b>1 Mark</b> Comprehension difficult or ambiguous. Some relevant information conveyed	<b>0 Mark</b> Required message not communicated	<b>Comments</b>
1. Say where the two of you are going.	Wir gehen ins Kino. Accept "ich...."	Ins Kino	Kino	
2. Say how you are getting there.	Wir fahren mit dem Bus Accept "ich...."	Mit dem Bus	Bus	Allow 'gehen'
3. Say what time you are coming home.	Wir kommen um neun (Uhr) zurück/ nach Hause. Accept "ich...." Accept „zu Hause“	Um neun Uhr zurück Wir kommen um neun Uhr.	Neun Uhr	
4. Ask your friend where he/she would like to eat.	Wo möchtest du essen?	Wo essen? Mochtest in OCR	Wer in OCR	

**Role-Play 3**

<b>TASK</b>	<b>2 Marks</b> Required message conveyed even if not totally correct	<b>1 Mark</b> Comprehension difficult or ambiguous. Some relevant information conveyed	<b>0 Mark</b> Required message not communicated	<b>Comments</b>
1. Say where you would like to go.	Ich möchte nach/zum/zur..... (fahren) Nach/zum/zur ..... <u>bitte</u> .	Ich möchte in OCR Nach/zum/zur .....	Town only	Allow gehen
2. Say what sort of ticket you want.	(Ich möchte) eine Rückfahrkarte/eine einfache Fahrkarte/hin und zurück/(einmal) einfach ( <u>bitte</u> ).	Eine Fahrkarte Einmal	Eine Karte	Ignore "erster/zweiter Klasse" if added to OCR but 1 mark if given as the only response.
3. Ask when the bus leaves.	Wann fährt der Bus (ab)?	Wann ist der Bus?	Wenn in OCR	Allow gehen
4. Ask how long the journey takes.	Wie lange dauert/istes/die Reise/die Fahrt?	Wie lange?		

**Role-Play 4**

<b>TASK</b>	<b>2 Marks</b> Required message conveyed even if not totally correct	<b>1 Mark</b> Comprehension difficult or ambiguous. Some relevant information conveyed	<b>0 Mark</b> Required message not communicated	<b>Comments</b>
1. Say where you come from.	Ich komme aus England / London. Ich bin Engländer /-in. Ich wohne in .....	Ich Engländer /-in Ich bin Englisch	Ich England English	Allow English pronunciation of place names.
2. Say what is wrong with you.	Ich habe Halsschmerzen. Mein Hals tut weh. Accept any plausible ailment.	Mein Hals Halsschmerzen		
3. Say when you are going home.	Ich fahre am Montag nach Hause/England/name of town. Ich bleibe bis Montag.	Ich bleibe drei Tage. Ich fahre am Montag.	am Montag	Allow gehen
4. Ask how much that costs.	Was/wie viel kostet das?	Was das kostet.	Wie das kostet.	

**Role-Play 5**

<b>TASK</b>	<b>2 Marks</b> Required message conveyed even if not totally correct	<b>1 Mark</b> Comprehension difficult or ambiguous. Some relevant information conveyed	<b>0 Mark</b> Required message not communicated	<b>Comments</b>
1. Ask what time it is.	Wie viel Uhr ist es? Wie spät ist es?	Was Uhr ist es?		
2. Say you are sorry.	Es tut mir leid. Entschuldigung.	Ich bin leid.		
3. Say the weather was bad.	Das Wetter war schlecht. Any reference to poor weather.	Es war schlecht. Present tense 'was' for 'war' in OCR	schlecht	
4. Say you would like something to drink.	Ich möchte etwas (zu) trinken. Etwas zu trinken, <u>bitte</u> . Ich habe Durst/bin durstig. Ich möchte +name of drink.	Trinken etwas Eine Cola etc. Ich möchte in OCR Ich möchte ein Trink		

**Role-Play 6**

<b>TASK</b>	<b>2 Marks</b> Required message conveyed even if not totally correct	<b>1 Mark</b> Comprehension difficult or ambiguous. Some relevant information conveyed	<b>0 Mark</b> Required message not communicated	<b>Comments</b>
1. Say which <u>country</u> you come from.	Ich komme/bin aus England Ich bin Engländer/in.	Ich aus England Ich bin Englisch Ich Engländer/in		Allow English pronunciation
2. Say what tourist attraction you would like to visit.	Ich möchte das Rathaus besuchen/sehen.	Das Rathaus besuchen/sehen Ich möchte in OCR	Das Rathaus	
3. Say when you would like to go.	(Ich möchte) (am) Freitag (hingehen)			mochte - NFP
4. Ask if there's a bank nearby.	Gibt es eine Bank in der Nähe? Ist hier in der Nähe eine Bank? Wie komme ich am besten zur Bank?	Wo ist die Bank? Gibt es eine Bank? Ist der + OCR		

## **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 is required; it may not always require a verb. It must be a feasible answer in the context of the role-play.

This applies to all teacher interventions in all role-plays.



**Role-Play 7**

<b>TASK</b>	<b>4 Marks</b> Appropriate and correct response. The task is accomplished fully and without significant error <b>Allow: 1 minor error</b>	<b>3 Marks</b> Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension <b>Allow: 2 minor errors</b>	<b>2 Marks</b> Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message <b>Allow: 3/3+ minor errors</b>	<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. Beschreib deine Schule.	Anything plausible in context e.g. Meine Schule hat tausend Schüler und Schülerinnen.					
2. <b>Und wie ist deine Schuluniform?</b>	N/A	N/A	Description of uniform or opinion			
3. Sag, welches Fach du am liebsten lernst <b>und</b> warum.	Mein Lieblingsfach ist Mathe <b>und</b> ich bin stark in Mathe.		Reason only	Subject but no reason.		
4. <b>Und wie lange lernst du schon Deutsch?</b>	N/A	N/A	(Seit) drei Jahre(n).	Vor + time		
5. Sag, was du in Deutschland machen möchtest.	Anything plausible in context e.g. Ich möchte Berlin besuchen.			Ich mochte..... Ich besuche....		
6. Frag etwas über die Schule in Deutschland.	Anything plausible in context. e.g. Haben Sie samstags Schule?			Statement instead of question Ist der in OCR		

**Role-Play 8**

<b>TASK</b>	<b>4 Marks</b> Appropriate and correct response. The task is accomplished fully and without significant error <b>Allow: 1 minor error</b>	<b>3 Marks</b> Appropriate and full response. Quality of language is such that minor errors would cause no difficulty of comprehension <b>Allow: 2 minor errors</b>	<b>2 Marks</b> Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message <b>Allow: 3/3+ minor errors</b>	<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, wann du nach Österreich fährst und wie lange du bleibst.	Ich komme im Juli (und bleibe) für zwei Wochen.			One detail only.		
2. Und wie fährst du zu uns?	N/A	N/A	(Mit dem) Zug			
3. Sag, was du in Österreich sehen möchtest.	Anything plausible in context e.g. Ich möchte die Berge sehen.			Ich möchte in OCR Ich sehe.....		
4. Sag mal, was für Essen magst du nicht gern?	N/A	N/A	Wurst		Drinks	
5. Frag etwas über dein Zimmer.	Anything plausible in context e.g. Muss ich ein Zimmer teilen?			Statement instead of question. Ist der in OCR		
6. Frag etwas über die Stadt, wo dein Freund/deine Freundin wohnt.	Anything plausible in context e.g. Gibt es ein Sportzentrum in deiner Stadt?		Gibt es ein Sportzentrum?	Statement instead of question. Ist der in OCR		

**Role-Play 9**

<b>TASK</b>	<b>4 Marks</b> Appropriate and correct response. The task is accomplished fully and without significant error  <b>Allow: 1 minor error</b>	<b>3 Marks</b> Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension  <b>Allow: 2 minor errors</b>	<b>2 Marks</b> Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message  <b>Allow: 3/3+ minor errors</b>	<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, wohin du fahren möchtest.	Ich möchte nach ..... fahren.			Ich möchte..... Ich fahre.....		
2. Sag was du am Tag machen möchtest - zwei Details.	Ich möchte einkaufen und das Schloss sehen.			One detail only.		mochte - NFP
3. Und wann möchtest du dahinfahren?	N/A	N/A	(Am) Samstag Time/Part of day			
4. Frag nach Essensmöglichkeiten.	Anything plausible in context e.g. Wo/was/wann essen wir?			Statement instead of question. Ist der in OCR		
5. Sag etwas über deine Kleidung für den Tag.	Anything plausible in context e.g. Ich trage meinen neuen Pulli.					
6. Wie möchtest du dahinfahren?	N/A	N/A	(Mit dem) Bus			

**Role-Play 10**

<b>TASK</b>	<b>4 Marks</b> Appropriate and correct response. The task is accomplished fully and without significant error <u>Allow: 1 minor error</u>	<b>3 Marks</b> Appropriate and full response. Quality of language is such that minor errors would cause no difficulty of comprehension <u>Allow: 2 minor errors</u>	<b>2 Marks</b> Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message <u>Allow: 3/3+ minor errors</u>	<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 für Kleidung du kaufen willst.	Ich will/möchte ein T-Shirt (kaufen).			Ich kaufe..... Ich möchte.....		
2. Für wen kaufst du das?	N/A	N/A	(Für) meinen Bruder			
3. Sag, welche Farbe und welche Größe du suchst.	Ich suche/ brauche/ möchte Blau und Medium.			One detail only in OCR. Blau und Medium.		mochte - NFP
4. Und wie viel Geld möchtest du dafür ausgeben?	N/A	N/A	Zwanzig Euro	Eng. pronunciation of "Euro" or Eng. "pounds".		
5. Sag, was du später machen möchtest.	Anything plausible in context e.g. Ich möchte (später) ins Kino gehen.			Ich gehe .... Ich möchte.....		mochte - NFP.
6. Frag etwas über das Einkaufszentrum.	Anything plausible in context e.g. Gibt es ein Café hier in der Nähe?			Statement instead of question. Ist der in OCR		

**Role-Play 11**

<b>TASK</b>	<b>4 Marks</b> Appropriate and correct response. The task is accomplished fully and without significant error <b>Allow: 1 minor error</b>	<b>3 Marks</b> Appropriate and full response. Quality of language is such that minor errors would cause no difficulty of comprehension <b>Allow: 2 minor errors</b>	<b>2 Marks</b> Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message <b>Allow: 3/3+ minor errors</b>	<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 in der Schule gemacht hast - <b>zwei</b> Details.	Ich habe Englisch und Deutsch gehabt.		Present tense + appropriate time phrase. E.g. Ich lerne heute (Morgen) Englisch und Deutsch.	One detail only – e.g. Ich habe Englisch gehabt. Wrong tense – e.g. Ich lerne Englisch und Deutsch.	No verb - e.g. Englisch und Deutsch	
2. <b>Und wie war es?</b>	N/A	N/A	Langweilig			
3. Frag etwas über das Mittagessen.	Anything plausible in context e.g. Wann/wo/was essen wir?			Statement instead of question. Ist der in OCR		
4. Sag, wohin du heute Nachmittag gehst.	Anything plausible in context e.g. Ich gehe schwimmen.					
5. <b>Wann kommst du zurück?</b>	N/A	N/A	(Um) sechs Uhr. Um sechs.	Sechs.		
6. Frag etwas über den Abend bei der Familie.	Anything plausible in context e.g. Was machen wir heute Abend? Sehen wir heute Abend fern?			Statement instead of question. Ist der in OCR		

**Role-Play 12**

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error  <u>Allow: 1 minor error</u>	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension  <u>Allow: 2 minor errors</u>	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message  <u>Allow: 3/3+ minor errors</u>	1 Mark 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	0 Marks Required message not communicated	Comments
1. Sag deinen Namen <b>und</b> an welchem Tag du kommen willst.	Ich heiÙe ... Ich will/möchte am Freitag kommen.			One detail only.		
2. <b>Und wie schreiben Sie Ihren Namen bitte?</b>	N/A	N/A	Any three letters correct	Fewer than three letters correct		
3. Sag etwas über deine Gruppe.	Anything plausible in context e.g. Wir sind vier (Personen).			Vier.		
4. Sag, wo ihr im Restaurant sitzen wollt.	Anything plausible in context e.g. Wir wollen am Fenster sitzen. Accept "ich" ....			(Wir sitzen) am Fenster.		Remember n.f.p. rule
5. <b>Und um wie viel Uhr wollen Sie kommen?</b>	N/A	N/A	Um sieben (Uhr) Sieben Uhr	Sieben		
6. Frag etwas über das Restaurant.	Anything plausible in context e.g. Haben Sie einen Parkplatz?			Statement instead of question. Ist der in OCR		

## 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 e.g. 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 2008 tests only. There may be additional clarifications for the marking of the 2009 tests.