

GCSE 2004

June Series



Mark Scheme

German A (Short Course) *(Speaking)*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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SPEAKING TESTS - FOUNDATION AND HIGHER TIERS

PART ONE

1 Principles of Marking

- 1.1 The Speaking Tests are marked in accordance with the Criteria for Assessment, given on subsequent pages of this booklet.
- 1.2 Part 2 of the mark scheme, given on subsequent pages of this booklet, gives written details of suggested marks for possible utterances made by candidates in the role-playing situations. This guidance obviously cannot cover all possibilities and should be used in conjunction with the Criteria for Assessment.
- 1.3 No allowance can be made for poor teacher conduct of the Tests. You can only assess what you hear.

2 Mechanics of Marking

Please ensure that the grids on the Examiner's Detailed Mark Sheet are completed accurately. Please conform to the layout shown in the exemplar Mark Sheet given in this booklet. **Please note in particular that the Presentation & Discussion and the Conversation marks should be recorded in the order of:**

Communication, Spontaneity & Fluency, Range & Complexity, and Pronunciation & Accuracy.

Foundation Tier

Role-Plays 1 - 6	$4 \times 2 = 8 \div 2 =$	4
Presentation & Discussion		12
Conversation		20
	Maximum Total	36

Higher Tier

Role-Plays 7 - 12	$4 \times 4 = 16 \div 2 =$	8
Presentation & Discussion		12
Conversation		20
	Maximum Total	40

3 Role-playing Situations

- 3.1 You must mark role-Plays in accordance with the criteria given in this booklet and with Part 2 of the mark scheme. You should also note the following information.
- 3.2 Material shown in brackets in the mark scheme may not need to be produced by the candidate. If it is produced incorrectly it may or may not affect the mark awarded, depending on its effect on the message conveyed. If produced it cannot be ignored. **All language produced by the candidate must be assessed.**
- 3.3 You should not penalise the candidate for making exactly the same mistake either of vocabulary, structure or pronunciation twice in one role-play. (This may be shown as n.f.p. [no further penalty] in Part 2 of the mark scheme).
- 3.4 If the teacher supplies **key** vocabulary, whether requested or not by the candidate, award no marks for the response, or, if a split response is identified in the detailed mark scheme, for that part of the response.
- 3.5 You should award no marks where a teacher repeats a question after the candidate has given a **complete** and **incorrect** answer. However, if a candidate's response shows that he/she has moved to another utterance, the teacher should go back and try to elicit the omitted response.
- 3.6 In role-Plays 7-12 it is possible that the candidate's answers will not be produced in the order anticipated. This is quite legitimate. **You should enter your marks on the Mark Sheet in the order in which the responses occur in the mark scheme.**

4 Presentation & Discussion and Conversation

- 4.1 You must mark the Presentation & Discussion and the Conversation in accordance with the criteria in this booklet. You should also note the following information.
- 4.2 The Presentation & Discussion is marked separately from the Conversation. You must assess, and award marks for, each of the four categories separately - **Communication, Spontaneity & Fluency, Range & Complexity, Pronunciation & Accuracy** - for the Presentation & Discussion and then again for the Conversation. N.B. In the Presentation & Discussion the mark for **Spontaneity & Fluency** is awarded on the basis of the Discussion element only.
- 4.3 If the Presentation or Discussion is missing, a maximum of 2 marks can be awarded for Communication.
- 4.4 You may need to listen to each candidate more than once, especially in the early stages of your marking to ensure that you are marking each category individually.
- 4.5 The mark for Spontaneity and Fluency is not limited by the Communication mark, **except when the Communication mark is 0**. In this case the mark for Spontaneity and Fluency will also be 0. This applies to both Foundation and Higher Tiers.

4.6

Communication Mark	Range & Complexity Mark	Pronunciation & Accuracy Mark
0	0	0
1	1 or 2 marks	1 or 2
2	2 or 3 marks 3 marks must include two of Past/Present/Future	Max 4
3	2, 3, 4 marks 3 marks must include two of Past/Present/Future 4 marks must include Past and Present and Future and opinion	Max 5
4	4, 5, 6 marks 4 marks or more must include Past and Present and Future and opinion Revert to 3 if 2 time frames only Revert to 2 if 1 time frame only	Max 6

If a mark is awarded for Communication this will inevitably lead to the award of marks for Range and Complexity and Pronunciation and Accuracy (eg 1 + 0 + 0 would not be possible).

To score 3 marks or more for Range and Complexity the candidate needs to show the ability to refer to any two of past, present and future events.

To score 4 marks or more for Range and Complexity the candidate needs to show the ability to refer to past, present and future events and to express an opinion. These would require an attempt at an appropriate verb form. One example of each is required in the Presentation & Discussion and one in the Conversation. “an attempt at an appropriate verb form” = a verb which is recognisable but may not be completely correct. Principal Examiners will give language-specific examples at Standardisation Meetings.

- 4.7 You should stop marking the Presentation & Discussion approximately 3 minutes after the start of that section. You should stop marking the Conversation approximately 6 minutes (Foundation) or 8 minutes (Higher) from the start of that section of the test.

- 4.8 If the candidate produces a Conversation which consists **largely** or **entirely** of material outside the scope of the prescribed Topics, you should treat the irrelevant material as if it were silence and mark accordingly for Communication. It is emphasised that this situation is **very rare**.
- 4.9 If the candidate speaks on only **one** Topic throughout the Conversation, you should find the appropriate band for Communication and then award up to a maximum of 2 marks. **N.B.** this affects the maximum marks available for Pronunciation & Accuracy and Range & Complexity. Given the breadth of the Topic areas and the links between them, this situation is **very rarely** encountered, if at all.

5 Exemplar Mark Sheet

See overleaf.

Exemplar Mark Sheet

GCSE Modern Languages Speaking Tests
Examiner's Detailed Mark Sheet



Full/Short Course

Language _____

* delete as appropriate

a) Centre No

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Tape No _____

Cand No.	Candidate's Name	Tier	R-P No.	Conv Card.	Role Play Marks				T	T ÷ 2*	Presentation/Discussion					General Conversation				T	Total
											C	S/F	R/C P/A	RC+PA ÷ 3 Q*	C+SF + Q T	C	S/F	R/C	P/A		
0001	Garden, Lilly	H	12	C	1	3	3	2	9	5	3	0	3 2	2	5	2	2	2	2	8	18

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

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

Sheet No	
Total sheets for this centre	

CRITERIA FOR ASSESSMENT**Role-Playing Situations**

Foundation Role-Play – Communication	
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed even if not totally correct.
4 tasks x 2 = 8/2 = 4 marks	

Higher Role-Play – Communication and Quality of Language	
0	Required message not communicated.
1	Appropriate response, although inaccuracy or loss of part of the message may cause difficulty or ambiguity for comprehension. The task may not be fully accomplished, but some relevant information is communicated.
2	Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.
3	Appropriate and full response. Quality of language is such that minor errors would cause no difficulties of comprehension.
4	Appropriate and correct response. The task is accomplished fully and without significant error. *
4 tasks x 4 = 16/2 = 8 marks	

*Without significant error” = grammatically correct (but may contain **one** minor error). If an answer contains more than one minor error a maximum of 3 marks may be awarded.

PRESENTATION & DISCUSSION AND GENERAL CONVERSATION

Communication	
0	Nothing relevant communicated or what is said consists of individual words making no coherent sense.
1	A little relevant information is communicated. The candidate responds to some questions but replies are very brief.
2	Some messages/responses communicated, with occasional development.
3	Most of the responses communicated and developed.
4	Candidate communicates and develops all that is required with only very occasional omissions.

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

Quality of Language		
Range & Complexity	Marks	Pronunciation & Accuracy
Occasional words which make little coherent sense.	0	The language used makes comprehension almost impossible.
Simple vocabulary in lists, phrases or short sentences which sometimes communicate.	1	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
Responses dependent on structures and vocabulary from stimulus but limited in breadth and variety. Some responses in simple complete sentences.	2	Pronunciation generally recognisable but with quite frequent error. Messages usually communicated but errors quite frequent.
Responses generally in simple sentences with limited vocabulary and sentence structure. There may be the occasional complex sentence. There is some evidence of a few messages going beyond a direct response to the stimulus.	3	Errors are frequent in pronunciation and structures but do not usually provide a barrier to communication. There is evidence of accurate use of basic structures in simple sentences.
Some complex sentences with a wider range of vocabulary successfully attempted. Responses go beyond the basic requirements of the stimulus, using appropriate reference to past, present and future events.	4	Errors of structure and / or pronunciation cause only occasional problems with communication. Some more complex sentences are accurately produced. Time frames are used as appropriate but not always well formed.
Wide range of vocabulary and structure used appropriately in complex responses, many of which show considerable independence of the stimulus.	5	Structures and pronunciation generally accurate causing only very occasional problems with communication. There is accurate use of a variety of tenses.
Wide ranging vocabulary and structures appropriately used in complex and extended answers.	6	Only very minor errors in structure and pronunciation. Good accent and intonation. All messages fully communicated in accurate target language using a variety of tenses.

The marks for Presentation & Discussion and Conversation at both Foundation and Higher will be allocated and scaled as follows.

Presentation & Discussion	Marks
Communication (in Presentation & Discussion)	4
Spontaneity and Fluency (in Discussion only)	4
<div style="text-align: right;">Quality of Language</div> Range and Complexity 6 marks Pronunciation and Accuracy 6 marks Mark/12 divided by 3	4
TOTAL	12

General Conversation	Marks
Communication	4
Spontaneity and Fluency	4
<div style="text-align: right;">Quality of Language</div> Range and Complexity 6 marks Pronunciation and Accuracy 6 marks	12
TOTAL	20

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

RAW MARK	SCALED MARK
16	8
15	8
14	7
13	7
12	6
11	6
10	5
9	5
8	4
7	4
6	3
5	3
4	2
3	2
2	1
1	1
0	0

PRESENTATION & DISCUSSION GRID

RAW SCORE FOR QUALITY OF LANGUAGE	SCALED MARK
12	4
11	4
10	3
9	3
8	3
7	2
6	2
5	2
4	1
3	1
2	1
1	0
0	0

SPEAKING TESTS**Abbreviations used:**

CCR	candidate choice of response	GP	General principle
pron.	Pronunciation	nfp	no further penalty
ocr	otherwise correct response	✓	tolerate a response which may be less than perfect

ROLE PLAY 1 FOUNDATION			
	0	1	2
Spell your first name		2 letters correct	3 letters correct
Say how old you are	<i>Du bist..... Bist du 16?</i>	<i>Ich habe sechzehn (Jahre)</i>	<i>(Ich bin).....(Jahre alt)</i>
Ask where your friend lives	<i>Dein Freund / Er</i>		<i>Wo wohnst du /</i> Accept wrong verb ending
Ask whether your friend has any brother or sisters		<i>Hast du Bruder Hast du Schwester</i>	<i>Hast du Geschwister?</i> <i>Hat dein Freund etc. NFP</i>

ROLE PLAY 2 FOUNDATION			
	0	1	2
Say what sport you like to do	Football (English)	<i>Ich gern + sport</i>	<i>Ich spiele (gern).....</i> <i>Ich treibe (gern).....</i> <i>Ich schwimme (gern).....</i> Name of sport
Say how often you do it		<i>Jede Woche / am Wochenende etc.</i> AM + day of week Time but no verb	Sentence required
Say who you do it with			<i>Mit meinen Freunden / meinem Bruder</i> <i>Mit + [friend's name]</i>
Ask what your friend does in his / her free time	<i>Was macht dein Freund?</i>	<i>Was machst du? (alone)</i>	<i>Was machst du in deiner Freizeit / abends / am Wochenende?</i> <i>Was ist dein Lieblingshobby?</i>

ROLE PLAY 3 FOUNDATION			
	0	1	2
Say when your school begins		Number (alone)	<i>(Mein Schule beginnt um)..... Uhr. Accept es</i>
Say how you get there		Bus (alone) <i>auf dem Bus mit Fuß</i>	<i>(Ich gehe) zu Fuß (Ich fahre) mit dem Bus</i>
Say what sort of school it is	Name of school	relevant adjective e.g. <i>Meine Schule ist groß</i>	<i>(Ich besuche / sie ist) eine Gesamtschule</i>
Ask if your friend likes his / her school	<i>Wie gefällt dein Freund..... Gernst du deine Schule?</i>	<i>Möchtest du.....+ OCR</i>	<i>Gefällt dir deine Schule / Magst du deine Schule? Ist deine Schule gut? Hast du die Schule gern?</i>

ROLE PLAY 4 FOUNDATION			
	0	1	2
Say you are Karl's friend	<i>Du bist.....</i>	<i>Ich Karls Freund(in)</i>	<i>Ich bin Karls Freund(in)</i> <i>Hier Karls Freund(in)</i> <i>Karl ist mein Freund</i>
Say how you are		<i>Ich bin gut</i>	<i>(Es geht mir) gut</i>
Ask if Karl is at home			<i>Ist Karl da / zu Hause?</i>
Say when you'll phone		Number (alone)	<i>(Ich rufe) um sieben (Uhr an)</i>

ROLE PLAY 5 FOUNDATION			
	0	1	2
Say it is too late		<i>Es ist spät</i>	<i>Es ist zu spät</i>
Say yes, you are going to bed	<i>Du gehst.....</i>		<i>Ja, ich gehe zu / ins Bett</i> <i>Ich bin gehen zu Bett</i>
Ask what time breakfast is		<i>Wenn ist Frühstück?</i>	<i>Um wie viel Uhr / wann ist Frühstück?</i>
Say thank you and good night		1 + 1	<i>Danke. Gute Nacht</i>

ROLE PLAY 6 FOUNDATION			
	0	1	2
Say you go to town	<i>Stadt (alone)</i>	<i>In die Stadt (no verb)</i>	<i>Ich gehe / fahre in die Stadt</i>
Say how you get there		<i>Bus (alone) auf dem Bus mit Fuß</i>	<i>(Ich gehe) zu Fuß (Ich fahre) mit dem Bus</i>
Say what you do there	<i>Kino (alone)</i>	<i>Ich möchte einkaufen ins Kino (alone)</i>	<i>Ich sehe meine Freunde Einkaufen</i>
Ask if your friend works on Saturdays	<i>Dein Freund Wrong day</i>		<i>Arbeitest du samstags? Musst du samstags arbeiten? Arbeitest du am Samstag?</i>

ROLE PLAY 7 HIGHER					
	0	1	2	3	4
Say what you do to help at home		Only one activity			Two appropriate activities
Say why you have to help at home			<i>zu verdienen Geld(er)</i>		Appropriate reason
! Say what you don't like doing in the house and why		No reason given			Appropriate response
Give two details of your weekend job		Only one detail			Two appropriate details

ROLE PLAY 8 HIGHER					
	0	1	2	3	4
Say when and where you did your work experience		Only one detail Time correct + present tense			<i>(Ich habe mein Arbeitspraktikum) vor zwei Wochen (gemacht). Ich habe in / bei.....gearbeitet</i>
Say two things you did	Present tense	Only one activity			Two appropriate activities
Say what you thought of the other people		Only one opinion			Two appropriate opinions (e.g. <i>Sie waren freundlich und hilfsbereit</i>)
! Say whether you liked the work and why / why not					<i>Ja, es war interessant</i>

ROLE PLAY 9 HIGHER					
	0	1	2	3	4
Say two things that you do before you go to school		Only one activity			Two appropriate activities
Say what you usually have for breakfast and why		No reason given			One item of food plus reason
! Give two details about your school day		Only one detail			Two appropriate details
Say what you think about school uniform		No reason given			An opinion about school uniform plus a reason

ROLE PLAY 10 HIGHER					
	0	1	2	3	4
Suggest going to the sports centre and when		Omission of time			<i>Willst du heute Abend zum Sportzentrum gehen?</i>
Suggest two activities that you can do there			<i>man kann Tennis gespielt und radgefahren Schwimmen und Tennis</i>	<i>Man kann spielen Tennis und schwimmen</i>	Two appropriate activities <i>Tennis spielen und schwimmen</i>
Say what your favourite sport is and why		No reason given			Any appropriate sport plus a reason
! Say where / when you will eat this evening	Items of food				<i>Wir können nachher im Restaurant essen</i>

ROLE PLAY 11 HIGHER					
	0	1	2	3	4
Give three details about your friends		Only one detail	Two details of 1 / 2 friends	3 details of 1 friend only	Three appropriate details (of more than 1 friend)
Give two activities you and your friends do in your free time		Only one activity	<i>ich</i> + 2 activities		Two appropriate activities <i>eg wir gehen ins Kino und schwimmen</i>
! Say how often you go out with your friends					Appropriate response
Say what you and your friends do to earn money	<i>ich verdiene</i> + amount	Only one detail	<i>ich</i> + 2 details		Two appropriate details <i>wir</i> + verb or <i>ich</i> + verb and <i>mein Freund</i> + verb

ROLE PLAY 12 HIGHER					
	0	1	2	3	4
Say where the shopping centre is and when it is open		One element omitted			Appropriate location plus appropriate opening times
Say what the shops are like and why you think that		No reason given			Opinion of shops plus reason for opinion
Say when you were last at the shopping centre and with whom		One element omitted			e.g. <i>Ich war letzte Woche mit meiner Mutter dort</i>
!Say what you did at the shopping centre					Appropriate response (Past tense essential)

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* - Foundation Role play 2 marks, Higher Role Play 2 out of 4
- 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 - Higher Role Play 2 marks
- 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 2004 tests only. There may be additional clarifications for the marking of the 2005 tests.