



General Certificate of Secondary Education

German (Short Course) 3667 *Specification A*

3667/S 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

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

Language _____ Full/Short Course

* 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
											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

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
<i>Quality of Language</i> Range and Complexity 6 marks Pronunciation and Accuracy 6 marks Mark/12 divided by 3	4
TOTAL	12

General Conversation	Marks
Communication	4
Spontaneity and Fluency	4
<i>Quality of Language</i> Range and Complexity 6 marks Pronunciation and Accuracy 6 marks	12
TOTAL	20

SCALING TABLES FOR ROLE PLAY AND PRESENTATION & DISCUSSION

ROLE-PLAY GRID

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

PRESENTATION & DISCUSSION GRID

**RAW SCORE FOR QUALITY
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

FOUNDATION TIER

Abbreviations used:

- pron.** = Pronunciation
- GP** = General Principle
- WO** = Word order
- NFP** = No further penalty (for same error within one role play)
- OCR** = Otherwise correct response

Do **NOT** penalise at either tier the wrong form of address.

ROLE PLAY 1 FOUNDATION			
	0	1	2
Say when the lunch break is	<i>ein</i>	<i>zwölf</i> (numeral alone)	<i>(Sie/Es ist) um... (Uhr)</i> or... <i>Uhr</i> or <i>halb eins</i> etc.
Say where you eat		‘canteen’ English pronunciation in OCR	e.g. <i>(Ich esse) in der Kantine</i>
Say what you do afterwards		<i>Tennis</i>	e.g. <i>Ich spiele Tennis</i> Appropriate activity. Verb needed
Ask your friend if he/she has lunch at school	<i>Isst er/sie/dein Freund etc.</i> <i>Hat er/sie/dein Freund etc</i>		<i>Isst du zu Mittag in der Schule?</i> <i>Hast du Mittagessen in der Schule?</i>

ROLE PLAY 2 FOUNDATION			
	0	1	2
Say you watch television			<i>Ich sehe fern</i> or <i>Fernsehen</i>
Say what you like to watch	<i>Neighbours</i>	<i>Ich gern Neighbours</i> <i>Ich sehe Neighbours</i>	e.g. <i>Ich sehe gern Sport(sendungen)</i> Appropriate response. Verb needed
Say where you watch television		Name of room (no preposition)	<i>Im Wohnzimmer</i> Appropriate location
Ask your friend if he/she goes to the cinema	<i>Geht er/sie/dein Freund etc</i>		<i>Gehst du ins Kino?</i>

ROLE PLAY 3 FOUNDATION			
	0	1	2
Say what time your school begins.		Omission of verb	<i>Meine Schule beginnt</i> or <i>Ich beginne um ... (Uhr)</i> or ... <i>Uhr</i>
Say how you get to school		<i>Bus</i>	<i>(Ich fahre) mit dem Bus</i> <i>(Ich gehe) zu Fuß</i>
Say what your favourite subject is.	Subject alone	<i>Ich lerne gern</i> + subject <i>Ich mag</i> + subject Clear English pronunciation of <i>Englisch</i>	<i>Mein Lieblingsfach ist Deutsch</i> Verb needed
Ask your friend if he/she has school on Saturdays	<i>Hat er/sie/dein Freund</i> etc <i>Geht er/sie/dein Freund</i> etc		<i>Hast du samstags Schule?</i> <i>Gehst du samstags in die Schule?</i>

ROLE PLAY 4 FOUNDATION			
	0	1	2
Say you are going to town		Omission of verb	<i>Ich gehe/fahre in die Stadt</i>
Say what you are going to buy		Omission of verb	<i>Ich kaufe/brauche einen/eine/ein...</i> Appropriate item
Say when you will be back		Numeral only	<i>(ich komme//bin) um...(Uhr) (zurück)</i> or... <i>Uhr</i> or <i>(um) halb eins</i>
Ask you friend if he/she wants to come with you	<i>Kommt er/sie dein Freund etc</i>		<i>Willst du mitkommen?</i> <i>Kommst du mit?</i>

ROLE PLAY 5 FOUNDATION			
	0	1	2
Say you are going to the disco.	<i>Du gehst</i>	Omission of verb	<i>Wir gehen in die Disko</i> or <i>Ich gehe...</i>
Say where the disco is		Omission of verb	e.g. <i>Die Disko/Sie ist in der Stadt</i> Appropriate location. Verb needed.
Say what it costs to get in	English 'Pounds'	Anglicised pronunciation of Euro	<i>(Sie/Es kostet)...Pfund/Euro</i> Accept <i>Euro<u>s</u></i>
Ask your friend if he/she has any money	<i>Hat er/sie/dein Freund etc</i>		<i>Hast du Geld?</i>

ROLE PLAY 6 FOUNDATION			
	0	1	2
Say how old you are			<i>(Ich bin)...(Jahre alt)</i>
Say how many brothers or sisters you have			Appropriate response
Say what your hobby is	Hobby alone	<i>Ich gern Tennis</i> English 'Football' in OCR	Appropriate activity e.g. <i>mein Hobby ist Tennis</i> Verb needed
Ask your friend where he/she lives	<i>Wo wohnt dein Freund? etc</i>		<i>Wo wohnst du?</i>

ROLE PLAY 7 HIGHER					
	0	1	2	3	4
Say you would like a holiday job in Germany and when		Only one detail No verb in OCR			e.g. <i>Ich möchte einen (Ferien) job in Deutschland. In den Sommerferien or im Juli/August etc.</i>
! Say why you would like to work in Germany					<i>Ich möchte/ich will...or Um...zu...plus appropriate reason</i>
Say what sort of work you are looking for		Only one detail			e.g. <i>(Ich möchte) in einem Geschäft oder in einem Büro (arbeiten)</i>
Give two details of work experience you have had in Great Britain	Wrong tense	Only one detail			Two appropriate details Appropriate tense needed

ROLE PLAY 8 HIGHER					
	0	1	2	3	4
Say that you have already seen the film	Wrong tense				<i>Ich habe den Film (schon)gesehen</i> Past tense needed
Give two details about the film		Only one detail			Two appropriate details of the film
Say what you would prefer to do and give a reason		Suggestion but no reason			e.g. <i>(Ich würde lieber) in die Disko gehen, weil ich gern tanze</i>
! Say what you do to get money					Appropriate activity Verb needed

ROLE PLAY 9 HIGHER					
	0	1	2	3	4
Say there is a problem and give a reason		No reason given			<i>Du kannst nächste Woche nicht kommen...+ appropriate reason</i>
Suggest a new date					Appropriate date for visit e.g. <i>im Juli</i>
! Give two activities you can do where you live		Only one activity	<i>Fußball and Tennis</i>		Two appropriate activities
Give two details of your school day		Only one detail			Two appropriate details

ROLE PLAY 10 HIGHER					
	0	1	2	3	4
Say you do not like television and why		No reason given			<i>Ich sehe nicht gern fern</i> + appropriate reason
Say what you would prefer to do and why		No reason given			<i>Ich würde lieber...</i> + appropriate reason
! Say what you want to do about the evening meal		Favourite food suggested			Appropriate suggestion
Say what you think about food in Germany and why		No reason given			Appropriate response

ROLE PLAY 11 HIGHER					
	0	1	2	3	4
Say why you are going to a new school					Appropriate reason e.g. <i>Meine alte Schule hat keine Oberstufe</i>
Say where your new school is located and when you will be starting		Only one detail			e.g. <i>(Meine Schule ist) in der Stadtmitte</i> <i>(Ich beginne) im September</i>
! Give two subjects you have chosen and a reason		Two subjects but no reason			e.g. <i>(Ich habe)Mathe und Physik (gewählt)</i> + appropriate reason
Give two details of your holiday plans		Only one detail	<i>Fußball und Tennis</i>		Two appropriate details with verbs e.g. <i>Ich fahre nach Spanien</i> <i>Ich gehe schwimmen</i>

ROLE PLAY 12 HIGHER					
	0	1	2	3	4
Say where the youth club is and when you are going there		One element omitted			e.g. <i>(Der Jugendklub ist) in der Stadt. (Wir gehen) um...(Uhr) or ...Uhr.</i>
Say two things you can do there		Only one activity	<i>Tischtennis und Federball</i>		e.g. <i>(Man kann) Musik hören and Tischtennis spielen</i>
! Give an opinion of the youth club and a reason		Opinion but no reason			e.g. <i>(Er/Es ist) gut + appropriate reason</i>
Suggest an activity for a day out at the weekend					Appropriate activity – verb needed