



General Certificate of Secondary Education

German (Short Course) 3667

3667/S 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

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

Centre No

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Tape No _____

CandNo.	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	RC+PA ÷ 3 Q*	C+SF + Q T	C	S/F	R/C	P/A		
0001	<i>Garden, Lilly</i>	<i>H</i>	12	C	1	3	3	2	9	5	3	0	3 P/A 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	

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:

- 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 what item of clothing you would like to buy		Use of <i>mag/mochte</i> in OCR	<i>Ich möchte ein(e)(en)...kaufen</i>
Say what colour you would like			<i>Blau</i>
Ask how much it is		<i>Wie viel?</i>	<i>Wie viel ist er / sie / es?</i> <i>Was kostet er / sie / es?</i>
Say it is too dear		<i>teuer /viel</i>	<i>(Er / es ist) zu teuer</i> <i>(Er / es kostet) zu viel</i>

ROLE PLAY 2 FOUNDATION			
	0	1	2
Say what sort of school you attend		<i>Gymnasium</i> (Eng. Pron.)	<i>(Ich besuche) eine Gesamtschule</i>
Say how many pupils there are		Numbers only	<i>(Es gibt) tausend Schüler</i>
Say when your school day ends	Time only		<i>Der Schultag endet um vier (Uhr)</i> <i>Bis vier (Uhr)</i>
Ask your friend what his / her favourite subject is	<i>Hat dein Freund...?</i>		<i>Was ist dein Lieblingsfach?</i> <i>Hast du ein Lieblingsfach?</i>

ROLE PLAY 3 FOUNDATION			
	0	1	2
Say how much pocket money you get		German numeral + English 'pounds' 'Euro' (Eng. Pron.)	<i>(Ich bekomme) zehn Pfund</i> "Euro" acceptable
Say how often you get it		<i>Samstag</i>	<i>Jede Woche / am Wochenende</i>
Say what you buy with it		Omission of verb e.g. <i>Kino / Kleidung</i>	<i>Ich kaufe Kleidung</i> – verb required
Ask your friend what he/she does in his/her spare time	<i>was macht dein Freund...?</i>	<i>Was machst du?</i>	<i>Was machst du in deiner Freizeit / am Wochenende? Hast du Hobbys?</i>

ROLE PLAY 4 FOUNDATION			
	0	1	2
Say what sport you do		<i>Tennis</i> Past Tense	<i>Ich spiele Tennis</i>
Say where you do it			<i>Im Tennisklub</i>
Say how often you do it			<i>Jede Woche</i>
Ask you friend what he/she does at the weekend	<i>Was macht dein Freund...?</i>	<i>Was machst du?</i>	<i>Was machst du am Wochenende?</i>

ROLE PLAY 5 FOUNDATION			
	0	1	2
Say you would like to go to the cinema		Use of <i>mag / mochte</i> in OCR <i>Ins Kino gehen</i> <i>Ich gehe ins Kino</i>	<i>Ich möchte ins Kino gehen</i>
Say on which day			<i>(Am) Samstag</i>
Say what sort of films you like	<i>Ich mag + Title</i>	Omission of 'like' <i>Ich gern Horrorfilme</i> <i>Ich mochte – NFP</i> <i>Ich möchte in OCR</i>	<i>Ich sehe gern Komödien</i> <i>Ich mag Filme mit</i>
Ask if you can eat nearby		<i>Ist das Restaurant nahe?</i> <i>Kann man essen?</i> Use of "Ist der" in OCR	<i>Gibt es ein Restaurant / Brand Name in der Nähe?</i> <i>Kann man dort essen?</i>

ROLE PLAY 6 FOUNDATION			
	0	1	2
Say you would like to go to the bank		Use of <i>mag / mochte</i> in OCR <i>Zur Bank gehen...</i> <i>Ich gehe zur / in die Bank</i>	<i>Ich will zur / in die Bank gehen</i>
Say you have no money	<i>Du hast kein Geld</i>		<i>(Ich habe) kein Geld</i>
Say how much money you need		German numeral + English 'pounds'	<i>Dreißig Euro</i>
Ask your friend if he/she wants to come with you	<i>Kommt dein Freund...?</i>	<i>Kommst du?</i>	<i>Kommst du mit?</i> <i>Willst du mitkommen?</i>

ROLE PLAY 7 HIGHER					
	0	1	2	3	4
Say what you like to eat and why		Foodstuff but no reason			<i>(Ich esse gern) Obst. Es hat viele Vitamine.</i>
Say what you do to keep fit		Only one activity	<i>Tennis und Schwimmen</i>		<i>Ich spiele Tennis und ich schwimme</i>
! Say why so many young people are unfit					Any appropriate reason – <i>Sie trinken zu viel Alkohol</i>
Say what you did last weekend					Any activity – past tense required – <i>Ich bin ins Sportzentrum gegangen.</i>

ROLE PLAY 8 HIGHER					
	0	1	2	3	4
Say where you work and when		Only 1 detail			<i>(Ich arbeite) in einem Geschäft. Jeden Samstag</i>
Give your opinion of the job and a reason		Opinion but no reason			<i>Es ist gut. Ich brauche das Geld.</i>
! Say what you do with the money you earn					Any appropriate use – <i>Ich kaufe Kleidung / ich spare für die Ferien</i>
Give two details of what you did last summer		Only 1 detail	<i>Schwimmen und Tennis</i>		Appropriate activity – past tense required – <i>Ich bin mit meiner Familie nach Spanien gefahren.</i>

ROLE PLAY 9 HIGHER					
	0	1	2	3	4
Say you want to go to town.			<i>Ich gehe in die Stadt</i>		<i>Ich möchte in die Stadt gehen.</i>
Give two details of the problem		Only 1 detail			<i>Diese Uhr ist kaputt.</i>
Say when and where you want to meet up		Only 1 detail			<i>Um zwei Uhr. Vor dem Rathaus.</i>
! Say what you would like to do afterwards.					Any appropriate suggestion – <i>Ich möchte ins Kino gehen.</i>

ROLE PLAY 10 HIGHER					
	0	1	2	3	4
Give two details of your home town or village		1 detail only			<i>Es / Sie ist modern. Es/ Sie hat viele Geschäfte</i>
State two activities that you do in your free time.		1 activity only	<i>Tennis und Schwimmen</i>		<i>Ich gehe schwimmen und ich spiele Tennis.</i>
! Say what you do to help out at home					Any appropriate activity, including a verb - <i>Ich wasche ab</i>
Give an opinion about Germany and say what you have done during your stay.		Opinion but no activity or activity but no opinion			<i>Es ist schön. Ich habe viel gesehen.</i>

ROLE PLAY 11 HIGHER					
	0	1	2	3	4
Say what you think of school uniform and why		Opinion but no reason			<i>Sie / es gefällt mir nicht. Sie / es ist nicht modern</i>
Give two details of problems at school		1 detail only			<i>Viele Schüler arbeiten nicht in der Klasse. Die Klassen sind zu groß.</i>
! Say what your plans are for the future					Any appropriate plan - <i>Ich möchte Arzt werden.</i>
Suggest two activities to do after school		Only 1 activity			Two appropriate activities - <i>Wir können Freunde treffen und schwimmen gehen.</i>

ROLE PLAY 12 HIGHER					
	0	1	2	3	4
Say why you are phoning	<i>Du kannst nächste Woche nicht kommen</i>	Omission of 'next week' <i>Ich habe ein Problem</i>		Incorrect word order with modal verb.	<i>Ich kann nächste Woche nicht kommen.</i>
Give two details of the problem		Only 1 detail			Two appropriate details - <i>Meine Mutter ist krank. Ich muss zu Hause bleiben.</i>
! Suggest another date for the visit.					<i>Ich kann im August kommen.</i>
Say two things you would like to do in Austria		Only 1 activity <i>Ich möchte in OCR</i>			Two appropriate activities - <i>Ich möchte Tennis spielen und die Berge sehen.</i>

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*.

7. Omission of reflexives.

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

8. 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.

9. Incorrect comparative/superlative

10. Use of *du* and *Sie*.

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

11. 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 (but 3 marks where no ambiguity is caused – see Minor Errors)
- 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 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.