



General Certificate of Secondary Education

German 3667 Short Course

3667/S Speaking

Mark Scheme

2007 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2007 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

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

--	--	--	--	--

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	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	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

PART TWO

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 you would like some bread.		<i>Brot</i> <i>Ich mochte Brot.</i>	<i>Ich möchte Brot / Brötchen</i> <i>Brot / Brötchen bitte.</i>
Ask for something else.			Appropriate item – food or drink
Ask how much it is.		<i>Was das kostet?</i>	<i>Wie viel / Was macht/kostet das?</i> <i>Wie viel ist das?</i>
Say thank you and goodbye.		1 + 1	<i>Danke. Auf Wiedersehen</i>

ROLE PLAY 2 FOUNDATION			
	0	1	2
Say how you get to school.		<i>auf / bei</i> in OCR	<i>(Ich gehe) zu Fuß.</i> <i>(Ich fahre) mit dem Bus.</i>
Say when your school begins.			<i>(Dis Schule beginnt) um 9 (Uhr).</i>
Say what you do at break.		<i>Fußball</i>	<i>Ich spiele Fußball.</i>
Ask your friend if he/she likes doing sport.		<i>Du gern Sport?</i> Specific sport in OCR <i>Machst du Sport?</i>	<i>Treibst / spielst / hast / machst du gern Sport?</i> <i>Magst du Sport?</i>

ROLE PLAY 3 FOUNDATION			
	0	1	2
Say how many brothers or sisters you have.			Appropriate response
Say what pet you have.			<i>(Ich habe) einen Hund.</i>
Describe your house (one detail).			Appropriate detail
Ask your friend if he/she lives nearby.	<i>Wohnt dein Freund...</i>	<i>Wo wohnst du?</i>	<i>Wohnst du in der Nähe?</i> <i>Wohnst du hier?</i>

ROLE PLAY 4 FOUNDATION			
	0	1	2
Say what job you do.		Place of work	Appropriate response
Say what time you start work.		Numeral only	<i>Um neun / neun Uhr</i>
Say what you do with the money.		<i>Kleidung; Tennis</i>	Appropriate response – verb needed
Ask your friend if he/she has a job.	<i>Hat dein Freund...</i>		<i>Hast du einen Job?</i>

ROLE PLAY 5 FOUNDATION			
	0	1	2
Say you are Stefan's friend from England.		1 + 1	<i>(Ich bin) Stefans Freund(in) aus England.</i>
Say he is working.			<i>Er arbeitet / Er ist arbeiten.</i>
Say when he will be back.		Numeral only	Appropriate time
Ask the caller's name.			<i>Wie heißt du? / wie heißen Sie? Wer bist du / sind Sie? Wer spricht / telefoniert?</i>

ROLE PLAY 6 FOUNDATION			
	0	1	2
Say you would like to go to the disco.		<i>Ich mochte</i> in OCR	<i>Ich möchte in die Disko (gehen).</i>
Say when it starts.		Numeral only	<i>um neun (Uhr) / neun Uhr</i>
Say how you are going to get there.		<i>auf / bei</i> in OCR	<i>(Wir fahren) mit dem Bus. (Wir gehen) zu Fuß.</i>
Ask your friend if he / she has any money.	<i>Hat dein Freund...</i>		<i>Hast du Geld?</i>

ROLE PLAY 7 HIGHER					
	0	1	2	3	4
Say where your town is located: two details required		One detail only			<i>(Ich wohne) in Mittelengland, in der Nähe von Birmingham.</i>
Give an opinion of your town and a reason.		No reason	Reason only		<i>Meine Stadt gefällt mir. Es gibt viele Geschäfte.</i>
State two activities you can do there.		One activity only	<i>Kino und Tennis</i>		<i>Man kann ins Kino gehen und Tennis spielen.</i>
! Say where you would like to live and why.		No reason	Reason only		<i>In Amerika. Die Leute essen so viel.</i>

ROLE PLAY 8 HIGHER					
	0	1	2	3	4
Say where and when you did work experience.		One detail only			<i>In einem Büro. Letzten Oktober</i>
State when you started and finished work.		One detail only			<i>Von neun Uhr bis fünf Uhr.</i>
Give two details of what you did.	Present tense	One detail only			Appropriate details. e.g. <i>Ich habe Briefe geschrieben und mit Kunden gesprochen.</i> Past tense required.
! Give your opinion of the work and a reason.		No reason	Reason only		<i>Es war gut (allow ist). Ich habe viel gelernt.</i>

ROLE PLAY 9 HIGHER					
	0	1	2	3	4
Say two things you did before coming to school.	Use of present tense	One activity only			2 appropriate activities. <i>Ich habe mich geduscht und angezogen.</i> Past tense required
Say what you usually have for breakfast and why.		No reason	Reason only		1 item of food plus a reason. e.g. <i>Ich esse Toast.</i> <i>Es schmeckt gut.</i>
! Give two details about your school day.		One detail only			2 appropriate details.
Say what you think about school uniform and why.		No reason	Reason only		<i>Es gefällt mir nicht.</i> <i>Es ist altmodisch.</i>

ROLE PLAY 10 HIGHER					
	0	1	2	3	4
Say where your new house is located and how long you have been living there.		One detail only			<i>(Es ist) außerhalb der Stadt. (Ich wohne) (seit) zwei Monaten (da).</i> Allow : <i>zwei Monate</i>
Say what you think of the new house and why.		No reason	Reason only		<i>Es gefällt mir. Ich habe ein großes Zimmer.</i>
! Say what you do to help in the house.					Appropriate activity. e.g. <i>Ich putze mein Zimmer.</i>
State two things you are going to do at the weekend.		One activity only	<i>Einkaufen und Tennis</i>		Two appropriate activities. e.g. <i>Ich gehe einkaufen und Tennis spielen.</i>

ROLE PLAY 11 HIGHER					
	0	1	2	3	4
Say when your summer holidays start and how long they last.		One detail only			<i>(Sie beginnen) im Juli. (Sie dauern) sechs Wochen.</i>
Say two activities you usually do in the summer holidays.		One activity only	<i>Tennis und Schwimmen</i>		<i>Ich spiele Tennis und ich gehe schwimmen.</i>
! Say why you are going to a new school in September.					Any suitable reason. <i>Meine alte Schule hat keine Oberstufe.</i>
Give two subjects you would like to study and say why.		No reason One subject only	Reason only		Two subjects and a reason. <i>(ich möchte) Mathe und Physik (lernen / machen). Das sind meine Lieblingsfächer.</i>

ROLE PLAY 12 HIGHER					
	0	1	2	3	4
Say you are going to town and why.		No reason	Reason only		<i>Wir gehen in die Stadt. Wir treffen (sehen) Freunde.</i>
Say two things you want to do there.		One activity only		Wrong WO with modal verb	<i>Ich will / wir wollen ins Kino gehen und im Restaurant essen.</i>
! Say how you are getting into town and when you are coming back.		One detail only			<i>(Wir fahren) mit dem Bus. (Wir kommen) um elf Uhr (nach Hause).</i>
Say two things you did at the party last weekend.	Use of present tense	One activity only			Appropriate activities. <i>Ich habe getanzt und viel getrunken.</i> Past tense required

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 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 2007 tests only. There may be additional clarifications for the marking of the 2008 tests.