



General Certificate of Secondary Education

German 3667 Short Course *Specification*

3667/S 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

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 _____

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	<i>Garden, Lilly</i>	<i>H</i>	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	

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

GCSE GERMAN SHORT COURSE 2008

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
Ask what time it is	<i>Was Uhr</i>	<i>Was Uhr ist es? Wie spät/Wie viel Uhr?</i>	<i>Wie viel Uhr ist es/Wie spät ist es?</i>
Say you are going to bed		Omission of verb	<i>Ich gehe zu/ins Bett. Ich gehe schlafen.</i>
Say you would like a drink		Omission of verb kann ich einen Drink / Trink haben.	<i>Ich möchte etwas (zu) trinken / Ich möchte ein/-e/en + name of drink/Getränk.</i> Allow kann ich in OCR.
Say thank you and goodnight		1 + 1	<i>Danke ; Gute Nacht</i>

ROLE PLAY 2 (FOUNDATION)			
	0	1	2
Say how old you are		Omission of verb	<i>Ich bin sechzehn (Jahre alt).</i>
Say when your birthday is		Omission of verb	<i>Ich habe am (day/month) Geburtstag. Mein Geburtstag ist am</i>
Say what you would like as a present			<i>(Ich möchte) ein/-e/-en or Geld.</i>
Ask your friend what he/she does on his/her birthday	<i>Was macht dein Freund...?</i>	<i>Was machst du Geburtstag?</i>	<i>Was machst du an deinem/am/für deinen Geburtstag?</i>

ROLE PLAY 3 (FOUNDATION)			
	0	1	2
Say you would like to go to a restaurant		<i>Ins Restaurant</i>	<i>Ich möchte ins Restaurant gehen.</i>
Say what you like to eat		<i>Ich gern Pizza Ich möchte in OCR</i>	<i>Ich esse gern Pizza. Mein Lieblingsessen ist Pizza.</i>
Say what time you want to go		<i>Sieben</i>	<i>(Um) sieben Uhr/Um sieben Accept Am...</i>
Ask your friend if he/she can reserve a table	<i>Kann dein Freund.....</i>	<i>Reservieren einen Tisch</i>	<i>Kannst du einen Tisch reservieren? Accept reserviert.</i>

ROLE PLAY 4 (FOUNDATION)			
	0	1	2
Say how many lessons you have in the afternoon		<i>Drei Stunden</i>	<i>Ich habe drei (Unterrichts)Stunden.</i>
Say what you do after school	Past tense	<i>Tennis</i>	<i>Ich spiele Tennis. Ich gehe in die Bibliothek.</i>
Say how you get home	Past tense	<i>Bus/Fuß</i>	<i>Mit dem Bus/zu Fuß</i>
Ask your friend if he/she has a lot of homework	<i>Hat dein Freund....</i>		<i>Hast du viele Hausaufgaben?</i>

ROLE PLAY 5 (FOUNDATION)			
	0	1	2
Say what you want to buy		Omission of verb	<i>Ich möchte ein/-e/-en...(kaufen)</i> <i>Ich kaufe and bitte</i>
Say who it is for		Use of <i>vor</i> / <i>für</i> in OCR	<i>(Das ist) für meinen Bruder.</i>
Say you will take it		<i>Okay/gut</i>	<i>Ich nehme es/ das (ihn,sie).</i>
Ask if there is a bank nearby		<i>Ist der...?</i> in OCR Omission of <i>in der Nähe</i> in OCR <i>Wo ist die Bank?</i>	<i>Gibt es eine Bank in der Nähe?</i>

ROLE PLAY 6 (FOUNDATION)			
	0	1	2
Say you would like to watch television		<i>Fernsehen</i>	<i>Ich möchte fernsehen. Fernsehen, vielleicht.</i>
Say what sort of programme you like		<i>Ich gern ... Ich sehe gern + name of programme</i>	<i>Ich mag/ich sehe gern</i>
Say why			Appropriate reason. e.g. <i>Sie sind spannend.</i>
Ask your friend what he/she is doing tomorrow	<i>Was macht dein Freund....</i>		<i>Was machst du morgen?</i>

ROLE PLAY 7 (HIGHER)					
	0	1	2	3	4
Say you are having lunch at school and when		Only one detail			<i>(Wir essen) in der Schule. Um ein Uhr.</i>
! Give an opinion of school lunches and a reason		Opinion but no reason			<i>Es ist gut. Es ist sehr gesund.</i>
Say what food you like best – two details		Only one detail			<i>Ich esse gern Salat und Obst.</i>
Say what you did yesterday after school – two details		Only one detail			Appropriate response - past tense needed. <i>Ich habe Tennis gespielt und Hausaufgaben gemacht.</i>

ROLE PLAY 8 (HIGHER)					
	0	1	2	3	4
Describe your best friend – three details		Only one detail	Only two details		<i>Er sie ist groß und hat blonde Haare und blaue Augen.</i>
Say how long you have known him/her		<i>Vor + time</i>		<i>Für + time</i>	<i>Seit vier Jahren /seit 2004.</i>
State two free time activities you do together		Only one activity	<i>Fußball und Tennis</i>		Two appropriate activities – verb required.
! Say what you do to get money for free time activities					Appropriate response – <i>ich trage Zeitungen aus.</i>

ROLE PLAY 9 (HIGHER)					
	0	1	2	3	4
Say you want to go to the cinema			<i>Ins Kino</i>		<i>Ich möchte/will ins Kino (gehen). Gehen wir ins Kino.</i>
Say what sort of films you like and why		No reason given	Reason only		<i>(Ich sehe gern) Krimis. Sie sind spannend.</i>
! Say how you are getting home and when		Only one detail			<i>(Wir fahren) mit dem Bus. Gegen elf Uhr. Accept ich.</i>
Say what you did last Saturday – two details		Only one detail			Appropriate response – past tense needed <i>Ich bin in die Stadt und ins Kino gegangen.</i>

ROLE PLAY 10 (HIGHER)					
	0	1	2	3	4
Say you would like to go to the sports centre and when		Only one detail			<i>(Ich möchte) ins Sportzentrum (gehen). (Am) Samstag Nachmittag.</i>
State two activities you can do there		Only one activity			<i>(Man kann) Tennis spielen und schwimmen.</i>
State two items of clothing to take		Only one item			<i>(Bring) Sportschuhe und einen Badeanzug.</i>
! Say what you are going to do later					Appropriate activity - <i>Wir gehen in die Stadt.</i>

ROLE PLAY 11 (HIGHER)					
	0	1	2	3	4
Say what you think of your room and why		Opinion but no reason			<i>Mein Zimmer ist prima. Es ist sehr groß.</i>
Say two things you do to help at home		Only one activity			<i>Ich wasche das Auto und decke den Tisch.</i>
! Say what you do with your pocket money					Appropriate response – verb needed. <i>Ich kaufe Kleidung.</i>
State two activities you did last weekend		Only one activity			<i>Ich habe Tennis gespielt und eingekauft.</i>

ROLE PLAY 12 (HIGHER)					
	0	1	2	3	4
Say you would like a holiday job in Germany and when		Only one detail No verb in OCR	Omission of Germany in OCR.		<i>Ich möchte einen (Ferien)job in Deutschland. In den Sommerferien or im Juli/August etc.</i>
! State your age and which country you come from		Only one detail	Age + <i>ich bin Englisch</i>		<i>(Ich bin) sechzehn (Jahre alt) (Ich komme aus/von) England</i>
State two sorts of job you are looking for		Only one job			<i>(Ich möchte) in einem Geschäft oder in einem Büro (arbeiten)</i>
Say where you would like to work in Germany and why		No reason	Reason only		<i>(Ich möchte) in Hamburg (arbeiten). Mein Freund wohnt da.</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
eg. 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
eg. 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 gegangen, ich werde geblieben and ich bin gegangen 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.