



General Certificate of Secondary Education

German 3661 *Specification A*

3661/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 - 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.

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.

4.3

Communication	Range & Complexity
0	0
1	1 or 2
2	2 or 3
3	Max 4
4	Max 6

The mark for Spontaneity & Fluency is not limited by the Communication mark. This applies to both Foundation and Higher Tiers.

4.4

Communication	Pronunciation & Accuracy
0	0
1	1 or 2
2	Max 4
3	Max 5
4	Max 6

4.5 The following table is a summary in tabular form of paragraphs 4.3 and 4.4.

Communication Mark	Range & Complexity Mark	Pronunciation & Accuracy Mark
0	0	0
1	1 or 2	1 or 2
2	Max 3 3 marks must include two of Past/Present/Future	Max 4
3	Max 3 3 marks must include two of Past/Present/Future Max 4 4 marks must include Past and Present and Future and opinion	Max 5
4	Max 6 4 marks or more must include Past and Present and Future and opinion	Max 6

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.

- 4.6 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.
- 4.7 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**.
- 4.8 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 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	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	

PART TWO

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 how old you are			<i>(Ich bin) sechzehn (Jahre alt)</i>
Say what pet you have	<i>Eine Katze</i> <i>Ich habe kein Haustier</i>		<i>Ich habe eine Katze</i>
Ask where your friend lives	Use of <i>Freund</i> in OCR		<i>Wo wohnst du?</i>
Say what job your mother does	Use of 'werken' <i>(Sie ist) Hausfrau</i>		<i>Meine Mutter ist Hausfrau</i> <i>Meine Mutter arbeitet im Büro</i> Do NOT penalise lack of 'in' ending

ROLE PLAY 2 FOUNDATION			
	0	1	2
Say you would like a T-shirt	Use of <i>T-Hemd</i>	Use of 'mag/mochte' in OCR <i>Ich kaufe...</i>	<i>Ich möchte ein T-shirt</i> <i>Haben Sie ein T-shirt</i>
Say who it is for			<i>(Es ist) für meine Schwester</i>
Say which colour you would like		NFP on 'mag/mochte' <i>Rot</i>	<i>Ich möchte rot</i> <i>Rot <u>bitte</u></i>
Ask how much it costs	<i>Wie kostet das?</i>	<i>Was das kostet?</i>	<i>Was kostet das?</i>

ROLE PLAY 3 FOUNDATION			
	0	1	2
Say your school is big and old		Only one adjective correct in OCR	<i>(Meine Schule ist) groß und alt</i>
Say what your favourite subject is	Subject alone <i>English</i> – clearly English pronunciation	<i>Ich mag...</i> <i>Ich (lerne) gern...</i>	<i>Mein Lieblingsfach ist...</i>
Say why		<i>Interessant</i>	<i>Es ist interessant</i>
Ask how your friend gets to school	Use of ' <i>Freund</i> ' in OCR		<i>Wie kommst du zur Schule?</i>

ROLE PLAY 4 FOUNDATION			
	0	1	2
Ask how your friend is	Use of 'Freund' in OCR <i>Wie bist du?</i>		<i>Wie geht's?</i>
Say you would like to go into town		Use of 'mag/mochte' in OCR	<i>(Ich möchte) in die Stadt gehen</i>
Say how many Euros you have	Use of 'Pfund' <i>20 Euro(s)</i>	Anglicised pronunciation of 'Euro' in OCR	<i>Ich habe 20 Euro</i> Accept <i>Euros</i> in OCR
Mention 2 different things that you would like to buy		One item only	<i>(Ich möchte) Schokolade und Postkarten (kaufen)</i>

ROLE PLAY 5 FOUNDATION			
	0	1	2
Say how you get to work		Use of 'auf'/'bei' in OCR	<i>(Ich fahre) mit dem Bus</i> <i>(Ich gehe) zu Fuß</i>
Say how long it takes	<i>10 Minuten</i>		<i>Das dauert/ist 10 Minuten</i>
Say what time you start work			<i>(Die Arbeit beginnt) um 9 Uhr</i>
Ask if the friend has a job	Use of 'friend' in OCR Use of 'werken'		<i>Hast du einen Job?</i> <i>(Wo) Arbeitest du?</i>

ROLE PLAY 6 FOUNDATION			
	0	1	2
Say what your hobby is		<i>Ich gern Tennis</i>	<i>(Mein Hobby ist) Tennis Mein Lieblingssport ist... (Ich mag) Tennis</i>
Say which sport you do not like	Non-sporting activity <i>Ich spiele Hockey nicht</i>	<i>Ich nicht gern Hockey</i>	<i>Ich spiele nicht gern Hockey Ich hasse Hockey Hockey ist nicht gut</i>
Ask if your friend is hungry	Use of 'Freund' in OCR	<i>Bist du Hunger?</i>	<i>Bist du hungrig? Hast du Hunger?</i>
Say what you would like to eat		Use of 'mag'/'mochte' in OCR <i>Ich esse gern...</i>	<i>Ich möchte Pommes (essen)</i>

ROLE PLAY 7 HIGHER					
	0	1	2	3	4
Say where you work			<i>in einem Supermarkt</i>		<i>Ich arbeite in einem Supermarkt</i> <i>Ich arbeite in Brentford</i>
Say what hours you work and how much you earn		1 detail only			<i>Von 9 bis 5. Ich bekomme 20 Pfund/Euro</i>
Say what you think of the work and why	<i>Ich finde die Arbeit gut</i> (for that part of the utterance)		Reason only		<i>Es ist langweilig</i> (and reason)
Give two details of your holiday plans	Wrong tense	1 detail only		<i>Ich bin fahren für 2 Wochen nach Wales</i>	<i>Ich fahre für 2 Wochen nach Wales.</i>

ROLE PLAY 8 HIGHER					
	0	1	2	3	4
Say where you are going on holiday			<i>Ich werde... gegangen</i>		<i>Ich fahre/gehe nach Morecambe</i>
Say for how long and give the exact dates		1 detail only		Cardinal instead of ordinal numbers <i>Ich bin bleiben in OCR</i>	<i>2 Wochen, vom ersten bis zum fünfzehnten August</i>
Say how you are getting the money					<i>Ich habe einen Job</i>
! Give 2 details of what you do on holiday	Wrong tense	1 detail only <i>Letztes Jahr gehe ich schwimmen</i>	<i>Fußball und Tennis</i>		<i>Tennis spielen und ins Kino gehen</i>

ROLE PLAY 9 HIGHER					
	0	1	2	3	4
Say you've left your bag	Use of <i>sac</i> Use of <i>verlassen</i> <i>Ich kann meine Tasche nicht finden</i>	<i>Meine Tasche ist nicht hier / ist in meinem Zimmer</i>			<i>Ich habe meine Tasche verloren/vergessen</i>
Describe the bag (three details)		1 detail only	2 details only		<i>Sie ist braun und alt. Mein Pass war darin</i>
Say one thing you did in the hotel yesterday	<i>Use of present tense</i>	<i>Gestern + present tense</i>	<i>Ich habe Fußball spielen</i>	<i>Ich habe schwimmen gegangen</i>	<i>Ich habe ein Buch gelesen</i>
! Say what you want done				Wrong WO with modal verb	<i>Können Sie die Tasche nach England schicken?</i>

ROLE PLAY 10 HIGHER					
	0	1	2	3	4
Say what is wrong and since when		1 detail only	Use of <i>'für'</i> in OCR		<i>Ich habe Halsschmerzen. Seit gestern</i>
! Spell your surname and give your date of birth		1 detail only		Omission of any 1 of no./month/year in OCR	Surname with 3 letters correct + date/month/year
Say where you are staying and give the phone number		Use of <i>stehe</i> in OCR			<i>Ich wohne / bleibe im Hotel + appropriate numbers</i>
Say when you want the appointmen for and why			Reason only		<i>Heute etc. + appropriate reason</i>

ROLE PLAY 11 HIGHER					
	0	1	2	3	4
Ask if the friend wants to visit in the summer			Ommission of summer in OCR	Wrong WO with modal verb	<i>Möchtest du mich im Sommer besuchen</i>
Say what young people can do in...		1 detail only	<i>Fußball und Tennis</i>	NFP on wrong WO with modal verb	<i>Man kann ins Kino gehen und Tennis spielen Es gibt...</i>
! Say what you think of... and why			Reason only		<i>Ich hasse... Es gibt nichts zu tun</i>
Mention one environmental problem		Use of <i>der ist...</i> in OCR			<i>Es gibt zu viele Autos</i>

ROLE PLAY 12 HIGHER					
	0	1	2	3	4
Say you went to a concert and when		1 detail only <i>Letzte Woche gehe ich ins Konzert</i> Anglicised pronunciation of <i>Konzert</i> in OCR	<i>Letzte Woche habe ich ins Konzert gehen</i>	<i>Letzte Woche habe ich ins Konzert gegangen</i>	<i>Ich bin letzte Woche ins Konzert gegangen</i>
! Say what you thought of the concert and why	<i>Das was prima</i> for that part of the utterance		Reason only		<i>Es war prima. Ich mag 'The Darkness'</i>
Say how much it cost and your opinion of that		1 detail only		<i>Es kostet</i> in OCR	<i>20 Pfund/Euro</i> <i>Das ist zu teuer.</i>
Say what you are doing next weekend – two activities		1 detail only	<i>Tennis und Fußball</i>		<i>Tennis spielen und ins Kino gehen</i>