



GCE

German

Unit **F711**: Speaking

Advanced Subsidiary GCE

Mark Scheme for June 2017

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Subject-specific Marking Instructions that apply across the whole question paper to be included here.

- If the recording exceeds 6 minutes for the role play and / or 10 minutes for the topic discussion, do not assess work after the time limits have been reached.

MARK SCHEME

Section A: Role Play

Task	Indicative Content	Marks	Guidance
A	<p>Each (1) Total 15 CHRISTMAS DINNER</p> <ol style="list-style-type: none"> 1. (volunteers) wanted on Christmas Day + help senior citizens 2. support + those in real need 3. enable others + to enjoy Christmas 4. some elderly people + no family and (few) friends 5. Christmas can be + a lonely time 6. When others have fun + they feel isolated 7. free trade. Xmas dinner + with wine and soft drinks 8. on 25th December + in town hall 9. everything organised + collect guests 10. take them home + presents and entertainment included 11. many ways for you and family + to get involved 12. offer transport + at midday and 4pm 13. serve food + help in kitchen 14. wash up/tidy up + organise games 15. ring Angela on 852046 + for more details 	30	<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B and C.1 in Appendix 1.</p> <ol style="list-style-type: none"> 1)Reject sind gewollt/werden gewollt 2)Reject Notwendigkeit for need 3)Accept du kannst anderen helfen (or similar) 4)Accept ältere / alte 5)Sein (infinitive form) must be part of a relevant answer 6)Contrast fun – isolated necessary for full mark 7)Accept any example of a soft drink; reject: sanfte (etc) Trinken; reject frei for free 8)Reject Stadthalle 9)Reject sammeln 10) Accept any example for entertainment, reject zu Hause for home 11) Reject Wege <p>14) Reject abräumen</p>

Task	Indicative Content	Marks	Guidance
B	<p>Each (1) Total 15 HERRING HOUSE, WHITBY</p> <ol style="list-style-type: none"> 1. excellent 3-storey holiday home + spacious accommodation for whole family 2. ground floor + 2 bedrooms (each) with shower(s) 3. 1st floor + large, well-furnished lounge 4. well-equipped kitchen + dining room 5. 2nd floor + 2 more bedrooms 6. which share + bathroom 7. washing machine, large TV + DVD player, microwave 8. electricity/bed linen/towels (any 2) + included in price 9. lovely location in old town + overlooking the historic harbour 10. easy to walk to + restaurants/pubs/gift shops (any 2) 11. near Captain Cook's Museum + fabulous Abbey ruins 12. 199 steps + to the church 13. on-street parking + no dogs allowed 14. bookings Sat-Sat + can be made online 15. see website for prices + and availability 	30	<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.</p> <ol style="list-style-type: none"> 1)Reject 3 Stöcke 2)Expect Erdgeschoß; accept Bettzimmer 3)Reject Lebenszimmer 4)Accept Essenzimmer 5)Require noch or similar to denote „more“; but reject mehr <p>14) Reject Samstag auf Samstag</p>

Task	Indicative Content	Marks	Guidance
C	<p>Each (1) Total 15 THE LEISURE CENTRE</p> <ol style="list-style-type: none"> 1. want to lose + a few kilos 2. increase + (level of) fitness 3. the centre offers + fabulous sporting activities 4. We have something + for every age group 5. (tennis) can book courses + from beginners to advanced 6. courts + best in area 7. can book times + with Australian professional trainer 8. might not reach Wimbledon + lots of fun learning 9. recently refurbished pool + lessons for all/babies to Olympic hopefuls 10. opens early + closes late 11. want to cycle or run + build up strength 12. have all the latest equipment + for you to try 13. experts there + to give advice 14. speak to one of + friendly trainers 15. to arrange a visit + could change your life 	30	<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.</p> <p>1) Accept ein paar Kilos verlieren</p> <p>4) Expect für jedes Alter or similar</p> <p>9) Reject modern / neu for recently refurbished</p> <p>11) Reject bilden</p> <p>12) Reject späteste</p>

Task	Indicative Content	Marks	Guidance
D	<p>Each (1) Total 15 PHARMACY</p> <ol style="list-style-type: none"> 1. work experience + at ultra-modern pharmacy 2. looking for two positive people + to help during the summer holidays. 3. when many regular staff + take (annual) leave 4. position ideal for those + who have finished A-levels 5. and thinking of studying + a science at university 6. well-known pharmacy + situated in high-street 7. give customers excellent advice + proud of good reputation 8. willing to work some evenings + free from 1st Aug 9. friendly and helpful + able to learn quickly 10. if interested + in this position 11. call in + speak to manager 12. candidates interviewed + within 3 days 13. interviews last 20 minutes + first 2 weeks of July 14. successful applicants + need one-day training course 15. in town centre + before they start 	30	<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.</p> <ol style="list-style-type: none"> 3. Accept normale Arbeiter 4. Accept Position 5) expect Naturwissenschaft <p>11. reject telefonieren for call</p>

Section B: Topic Discussion

Task	Answer	Marks	Guidance
		30	<p>Using Grids D, E.1, C.1 and G in Appendix 1, mark for Ideas, Opinions and Relevance; Fluency, Spontaneity, Responsiveness; Quality of Language (Accuracy); and Pronunciation and Intonation.</p> <p>Grid D guidance</p> <p>All topics must relate to AS topic / sub-topic areas, otherwise max 4 Max 4 if insufficient reference to TL country.</p> <p>Grid E.1 guidance</p> <p>Max 4 for pre-learnt non-spontaneous material.</p> <p>Grid C.1 guidance</p> <p>Even if there is pre-learnt material, award marks at face value.</p>

APPENDIX 1

Examiners allocate marks to candidates' work on a best-fit basis using the following marking grids.

UNIT 1 SPEAKING – ROLE-PLAY

GRID A	USE OF STIMULUS (See Key points) 15 marks AO2	GRID B	RESPONSE TO EXAMINER 10 marks AO1
13–15	Full use of the stimulus material. Successfully conveys all or nearly all of the points.	9–10	Responds fluently and fully to the examiner's questions and comments. Shows initiative and imagination throughout. Leads the conversation. A convincing performance.
10–12	Good use of the stimulus material. Successfully conveys about three quarters of the points.	7–8	Responds readily, takes the initiative and is able to keep the momentum going. Shows imagination and gives some well-developed answers.
6–9	Reasonable attempt to use the stimulus material. Successfully conveys about half of the points.	5–6	Responds satisfactorily to the examiner. Produces some appropriate replies. Shows some initiative and imagination in developing answers but performance is inconsistent.
3–5	Some attempt to use the stimulus material. Able to give some basic information. Successfully conveys about a quarter of the points.	3–4	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Shows little initiative or imagination.
0–2	Little or no attempt to use the stimulus material. No relevant information or supplies one or two of the points.	0–2	Has some difficulty in understanding and is hesitant in responding to many of the examiner's questions and comments. Shows very little initiative or imagination.

UNIT 1 SPEAKING – ROLE-PLAY (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
4	Language generally accurate. Shows a sound grasp of AS and / or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

UNIT 1 SPEAKING – TOPIC DISCUSSION

GRID D	IDEAS, OPINIONS AND RELEVANCE 10 marks AO1	GRID E.1	FLUENCY, SPONTANEITY, RESPONSIVENESS 10 marks AO1
9–10	Well-chosen relevant information to develop a range of ideas and to justify points of view.	9–10	Responds promptly and fully. Consistently shows initiative. Leads the conversation. A fluent and spontaneous performance throughout.
7–8	Able to develop and explain ideas and to express points of view, with some justification. Offers relevant information.	7–8	Able to respond readily and take the initiative, with little hesitation. Most of the time is fluent and spontaneous and can keep the momentum going.
5–6	Shows some ability to develop and explain ideas and to express opinions. Able to convey information. Not always relevant.	5–6	Responds reasonably promptly to the examiner, though with occasional hesitation. Reasonably fluent and spontaneous at times.
3–4	Shows a limited ability to develop or explain ideas and to express opinions. May have some difficulty communicating factual information. Often irrelevant or repetitive.	3–4	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Fluency is often confined to pre-learnt material.
0–2	Very few ideas. Ideas not explained or developed. Very limited ability to convey even quite basic information. Very superficial.	0–2	Has some difficulty in understanding. Hesitant, with frequent pauses, in responding to many of the examiner's questions and comments. Fluency confined to pre-learnt material.

UNIT 1 SPEAKING – TOPIC DISCUSSION (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3	GRID G	PRONUNCIATION AND INTONATION 5 marks AO1
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	5	Sounds authentic nearly all of the time. Only occasional errors of pronunciation and intonation.
4	Language generally accurate. Shows a sound grasp of AS and / or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	4	Pronunciation and intonation generally accurate, although there may be occasional mispronunciation of more difficult sounds.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.	3	Pronunciation and intonation acceptable, in spite of a number of errors that rarely impede communication. Some problems with some more difficult sounds.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	2	Pronunciation and intonation may be influenced by candidate's first language, and problems with more difficult sounds sometimes impede communication.
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0–1	Comprehensible only with difficulty. Many sounds mispronounced. Heavily influenced by candidate's first language.

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