

Foundation Tier Speaking

This exemplar was produced as part of a mock examination series and does not fully follow the instructions given in the specification. Teacher-examiners must make sure that they follow the sequencing grid in arranging and conducting assessments. The whole test should be conducted in German. Role play and picture-based task last longer than the time recommended in the specification. The conversation should start with the candidate's chosen topic which s/he can outline for up to a minute.

Task 1 – Role play (FR4)

2 minutes

Teacher: So, Dominic. Beschreib mir bitte deine Klasse.

Candidate: Der Klasse ist ziemlich größer und sehr freundlich.

Appropriate response to the question posed

2 marks

Teacher: Gut. Wie findest du Deutsch?

Candidate: Ich finde Deutsch sehr interessant und...

Clearly communicated

2 marks

Teacher: Okay. Wie oft hast du Sport in der Schule?

Candidate: Ich habe Sport einen pro Woche.

Despite some inaccuracies in the language used, this is an appropriate response to the question

2 marks

Teacher: Gut. Und was machst du in der Mittagspause?

Candidate: In der Mittagspause ich spiele Fußball auf dem...

Teacher: Ja, du spielst Fußball. Schön. Gut.

Clearly communicated

2 marks

Candidate: Was ? der Schule Ende?

Teacher: Hm. In England?

Candidate: In England der...

Teacher: Wann die Schule endet in England oder... ?

Teacher: (whispering) Deutschland

Candidate: Und Deutschland.

Teacher: In Deutschland. Um ein Uhr normalerweise, glaube ich.

Candidate does not answer the question – note the teacher-examiner should not have asked additional questions, nor whispered 'Deutschland' to the candidate

0 marks

Total for task (out of 10 marks)

8 marks

Task 2 – Picture-based task (FP3)**4 minutes 30 seconds**

- Teacher: Okay, vielen Dank. Jetzt beschreiben wir dieses Photo.
- Candidate: In der Photo der ist vier Personen. Mm. Der ist Essen oder Trinken.
- Teacher: Ja, gut. Was machen sie?
- Candidate: Der ist eine Fernsehen.
- Teacher: Ah ja. Na gut. So, ich liebe Fernsehen. Siehst du auch gern fern?
- Candidate: Ja, ich liebe Fernsehen.
- Teacher: Warum?
- Candidate: Weil es ist interessant und Spaß.
- Teacher: Gut. Welche Fernsehsendung hast du letzte Woche gesehen?
- Candidate: Letzte Woche ich sehen, ich sehen ,Passengers‘ und mit meiner Familie.
- Teacher: Wie war das?
- Candidate: Es war sehr gut und ziemlich interessant.
- Teacher: Welchen Film möchtest du nächsten Monat sehen, Dominic?
- Candidate: Ich, ich werde (?) sehen.
- Teacher: ,Minions‘? Nein?
- Teacher: Ok. Und was ist dein Lieblingsfilm, Dominic?
- Candidate: Mein Lieblingsfilm ist ...
- Teacher: Hast du ein Lieblingsfilm? Mein Lieblingsfilm ist ,Frozen‘.
- Candidate: Meine Lieblingsfilm ist ,Cars‘, weil es ist kinderfreundlich und sehr interessant.
- Teacher: Super.

Communication and content: 5 marks

Responses given to questions asked are brief and hesitant. The total recommended time for the test is compromised because of the time taken waiting for answers to questions. Additional prompt questions should also have been restricted to, for example, Warum (nicht)? / Noch etwas? Brief opinions are provided but answers given are not developed. Errors made in pronunciation do not impact on clarity of communication.

Linguistic knowledge and accuracy: 4 marks

Responses given are generally coherent but language used is repetitive. Language is used with limited success particularly when references are made to past and future events.

Total for task (out of 24 marks)**9 marks**

Task 3 – Conversation (4 minutes 25 seconds)

Part 1 (Theme 1 – identity and culture)

1 minute 30 seconds

Teacher: Jetzt sprechen wir über dein Zuhause. Wie ist dein Zimmer, dein Schlafzimmer?

Candidate: Meine Zimmer ist ziemlich kleine und sehr hell.

Teacher: Super. Was ist dein Lieblingsessen, Dominic?

Candidate: Mein Lieblingsessen ist Lasagne, weil es ist lecker.

Teacher: Ja, gut. Und was hast du gestern Abend gemacht? ... Gestern Abend, gestern Abend habe ich ein Buch gelesen und du?

Candidate: Gestern Abend eine Hausaufgaben .

Part 2 (Theme 3 – school)

2 minutes 55 seconds

Teacher: Okay gut. So, jetzt Schule. Wie findest du die Sekundarschule?

Candidate: Ich finde die Sekundarschule sehr freundlich und (?).

Teacher: Und magst du lieber Mathe oder Musik, warum?

Candidate: Musik. Weil es ist Spaß, und ich spiele und ich Instrument spiele.

Teacher: Und welches Instrument?

Candidate: Ich spiele

Teacher: Schlagzeug? Fantastisch.

Teacher: Und was wirst du heute nach der Schule machen? Wirst du Fußball spielen, wirst du Hausaufgaben machen, was denn?

Candidate: Ich mache Hausaufgaben auf dem Computer und ich höre Musik.

Teacher: Und was ist deine Lieblingspopgruppe?

Candidate: Meine Lieblingsgroup ist ...

Teacher: „Little Mix“?

Candidate: Meine Lieblingsgruppe ist „Fall Out Boy“.

Teacher: Okay, fantastisch. Vielen Dank, Dominic. Auf Wiedersehen.

Communication and content: 3 marks

Only limited information relevant to the topics and questions asked is provided. The language used is sufficient to answer the questions but not sufficient to sustain communication enough to express ideas and thoughts in any detail. Overall, pronunciation and intonation are comprehensible. Communication frequently breaks down because of the restricted range of vocabulary.

Interaction and spontaneity: 4 marks

Responses given lack spontaneity. Answers given are short; development of ideas is reliant on teacher-examiner prompting.

Linguistic knowledge and accuracy: 4 marks	
Language used is straightforward and somewhat repetitive. Responses given are more successful when presenting events in the present and future tenses but less so when using the past.	
Total for task (out of 36 marks)	11 marks

Total for test (out of 70 marks)	28 marks
---	-----------------

Higher Tier Speaking

This exemplar was produced as part of a mock examination series and does not fully follow the instructions given in the specification. Teacher-examiners must make sure that they follow the sequencing grid in arranging and conducting assessments. The whole test should be conducted in German. The conversation should start with the candidate's chosen topic which s/he can outline for up to a minute. The whole conversation should last between 5 and 6 minutes, with equal time spent on each of the two topics. The marks given here, particularly for the conversation, reflect the quality of the candidate rather than the length of the examination (which is shorter than the required 10 to 12 minutes for Higher Tier).

Task 1 – Role play (HR8) 1 minute 25 seconds

Teacher: Beginnen wir. Callum, wie oft gehst du normalerweise ins Kino?

Candidate: Ich gehe nicht oft ins Kino. Ich kann mich nicht erinnern, dass ich das letzte Mal ins Kino gegangen bin. Ich gehe gerne ins Kino.

Clearly communicated	2 marks
-----------------------------	----------------

Teacher: Und wann warst ... Was hältst du von Abenteuerfilmen?
(School bell rings)

Teacher: Entschuldigung.

Candidate: Ich liebe Abenteuerfilme, aber manchmal ziehen die Regisseure sie heraus. Ich liebte ‚Piraten der Karibik‘, so dass ich sie gerade im Allgemeinen jetzt lieb habe.

The subordinate clause ‘aber manchmal ziehen die Regisseure sie heraus’ makes this answer ambiguous	1 mark
--	---------------

Teacher: Und Callum. Erzähle mir von deinem letzten Kinobesuch.

Candidate: Das letzte Mal, als ich ins Kino ging, muss schon vor langer Zeit gewesen sein. Ich glaube, ich erinnere mich, ‚Baywatch‘ die andere Woche zu sehen, was Spass machte. Aber ich gehe nicht oft ins Kino.

Appropriate within the context of the role play	2 marks
--	----------------

Teacher: Schön.

Candidate: Wisst du, wie viel die Tickets kosten werden?

Clearly communicated	2 marks
-----------------------------	----------------

Teacher: Eine Karte für Erwachsene kostet vier Euro fünfzig.
Candidate: Und was machen wir danach?

Clearly communicated

2 marks

Teacher: Nach dem Kino könnten wir vielleicht im Restaurant essen. Vielen Dank.

Total for task (out of 10 marks)

9 marks

Task 2 – Picture-based task (HP3)

1 minute 47 seconds

Teacher: Okay Callum, beschreib mir das Photo bitte.

Candidate: In das Photo gibt es vier Menschen, wer sind fernsehen. Sie sind Popcorn essen und sie scheinen wirklich interessiert an dem, was sie gerade sehen.

Teacher: Und Callum, ich glaube, Teenager sehen gern fern. Was meinst du?

Candidate: In meiner Meinung nach denken alte Leute, dass Teenagern fernseh die ganze Zeit fernsehen. Ich denke, das ist eine Fehler von ... (?)

Teacher: Und warum? ... weil ...

Candidate: Weil ... Teenager sehe fern nicht oft.

Teacher: Okay, und Callum, hast du eine interessante Fernsehsendung gesehen? Erzähl mir davon.

Candidate: Der andere Tag sah ich dieses Programm alle über Langstreckenflüge auf Flug?, aber ich gucke nicht fern, so dass ich normalerweise nicht weiß, was los ist.

Teacher: Und welchen Film möchtest du nächstes Wochenende gern sehen?

Candidate: Ich werde gerne die newen (?) ‚Piraten der Karibik‘ sehen. Aber ich habe kein Geld im Moment. Mir wurde gesagt, dass er bekömmlich ist.

Teacher: Und was findest du besser? Fernsehen oder Kino?

Candidate: Ich liebe es, Filme im Kino zu sehen. Aber ich habe ein Surroundsoundsystem zuhaus. Also ziehe ich es vor, Filme auf meinem Fernseher zu sehen.

Teacher: Okay.

Communication and content: 8 marks

Answers given to the questions asked are reasonably fluent. The picture-based task is a little short of the time prescribed and the teacher-examiner could have helped by using further permitted prompts to elicit more information: Warum (nicht)? and Noch etwas? Answers given include opinions with some attempts at development. Inaccuracies noted in pronunciation are minimal and generally do not have an impact on the clarity of communication.

Linguistic knowledge and accuracy: 5 marks

Answers given are mainly accurate grammatically with successful references to past, present and future events. Overall responses are coherent although grammatical inaccuracy sometimes limit immediate comprehension of responses made (e.g. ‘Sie sind Popcorn essen’, ‘der andere Tag’, ‘bekömmlich’).

Total for task (out of 24 marks)

13 marks

Task 3 – Conversation (2 minutes 10 seconds)

Part 1 (Theme 1 – identity and culture)

1 minute 10 seconds

Teacher: Okay, Callum. Was ist deine Lieblingsmahlzeit und warum?

Candidate: Mein Lieblingsmahlzeit ist Frühstück, weil es der wichtige Mahlzeit des Tages ist. Ich liebe Orangensaft auch. Ich liebe es einfach, wie es hilft, dich für den nächsten Tag zu wecken.

Teacher: Ja. Und wie würde dein ideales Haus sein?

Candidate: Mein ideales (?) Haus wäre sauber und ordentlich. Ich hasse Schmutz und Chaos. Ich finde es ekelhaft. Nein, es wäre großes Haus der Welt. Oh, wie meine Freunde eifersüchtig (?) sein würden.

Teacher: Und hast du in der letzten Zeit ein köstliches Essen gegessen?

Candidate: (?) Neulich (?) hatte ich ein leckeres, dreigängige(?) Menu . Es war so lecker. Ich habe eine schöne Carvery (?) gegessen. Mein Mund war selten nur (?) nach zu dem.

Part 2 (Theme 3 – school)

1 minute

Teacher: Callum, kannst du mir dein Schulgebäude beschreiben?

Candidate: Meine Schule ist ziemlich groß, aber ich hasse es dort. Es hat vier (?) Gebäude, eine für jedes Fache. Es ist ziemlich modern, aber die Technolgie im Innern ist schrecklich.

Teacher: Und welche Pläne hast du für nach den Prüfungen?

Candidate: Ich plane den ganzen Sommer zu überarbeiten, vor allem weil ich gute Noten bekommen möchte. Ich werde wahrscheinlich nach einigen Schulclubs bleiben, um auszuhelfen (?).

Teacher: Und wie findest du deine Schule?

Candidate: Meine Schule ist ganz Müll. Die Lehrer sind manchmal okay, aber die meiste Leut (?) sind sie nervig. Die Arbeit, die sie setzen, sind so langweilig. Ich hasse es.

Teacher: Wunderbar. Vielen Dank für das Gespräch.

The conversation is in two parts and opens with the topic chosen by the student. The Teacher/Examiner should allow the student to state their chosen aspect from their chosen topic and to talk about this aspect for up to one minute. In this example, the student does not introduce the topic or the aspect of that chosen topic and the Conversation becomes more of a question and answer session than a natural conversation. Both conversations are too short.

Communication and content: 5 marks

Answers given to the questions asked are relevant to the topics and with some extension. Language is used creatively to express some personal ideas (e.g. 'ich liebe es einfach', 'wie es hilft' and 'dich für den nächsten Tag zu wecken'). Both pronunciation and intonation are generally clear although some words used sound more English than German which, at times, affects clarity of communication (e.g. 'ideales' and 'neulich').

Interaction and spontaneity: 5 marks

Responses given to questions asked are appropriate with a reasonable attempt to develop the conversation without the need for prompting.

Linguistic knowledge and accuracy: 6 marks

Overall, grammar usage is accurate although there are some errors made. References to past, present and future events are successful. Language used is more accurate than inaccurate although errors made sometimes hinder clarity of communication (e.g. 'Carvery', 'mein Mund war selten nur (?) nach zu dem').

Total for task (out of 36 marks)**16 marks****Total for test (out of 70 marks)****38 marks****Paper 3 Reading Translation German into English****Foundation Tier****Student A**

This is a good attempt to translate the whole passage. The student has a good understanding of the tenses that have been used. There are, however, a number of errors and misunderstandings. The meaning of all four sentences have not been clearly translated, although there are some isolated examples of correctly translated words. These are often cognates such as 'fantastic' and 'find'. The mixing-up of the words 'door' and 'dort', 'Hemd' and 'Hund' and 'fünfzehn' and 'fünfzig' affect the sense of the passage. This translation scores 1 mark.

Student B

A good proportion of this passage has been translated accurately, although there are too many errors and omissions to say that the passage is mostly communicated. There are frequent errors that affect meaning in four of the five sentences. In the second sentence for example, the mixing up of the verbs 'to eat' and 'to go', and the omission of the phrase 'on the third floor' prevent meaning from being conveyed. Mixing up the numbers 15 and 50 changes the meaning of the passage. The meaning of the passage is partially communicated. This translation scores 4 marks.

Higher Tier**Student A**

The first and third sentences are generally accurately translated, but there are errors in the second sentence. The final sentence is incomplete and the translation given is not accurate. The past tense is correctly rendered into English, although the future tense in the final sentence is not attempted. The mistranslation of 'erschöpft' (exhausted) for late is an understandable error given the context but the translation of the subject pronoun 'wir' as 'I' is an avoidable error that changes the meaning of the original passage. Given the omitted final sentence and the number of incorrect words, the meaning of the text was only partially translated. This translation scores 3 marks.

Student B

Overall the meaning of this passage has been communicated correctly. There are isolated examples of incorrectly translated words such as translating 'erschöpft' (exhausted) as late and 'nach dem Unterricht nach Hause' (under the house). The tenses are correctly translated and, while the translation of the final sentence is clumsy, the general meaning can just about be understood. The student displays a solid

knowledge of vocabulary and correctly translates 'halb acht' as half past seven. The translation is clearly not described by any of the descriptors in the 1–3 box although the meaning is certainly not fully communicated. This translation scores 5 marks.

Paper 4 Writing

Foundation Tier

Question 1

Communication and content: 5 marks; Linguistic knowledge and accuracy: 5 marks

While this written piece of 55 words is longer than required, the whole response has been taken into account. Relevant detail and extra information, particularly with reference to the description of the market, has been provided. The candidate has interpreted the question as asking for an opinion about a shopping trip at the market in the photograph, and has given an opinion (with justification). An opinion about shopping more generally would also have been acceptable. The information provided in the description is successful despite a couple of instances where English is used (*umbrella* and *families*) which slightly interferes with communication.

Overall, the response sits comfortably within the 5–6 band, with a mark of 5 for Communication and content being appropriate because of the mother-tongue interference. Simple sentences have been used but with some good linking words and phrases. The language is generally accurate. The 5–6 box is the best fit for Linguistic knowledge and accuracy, with a mark of 5 being appropriate.

Question 2

Communication and content: 7 marks; Linguistic knowledge and accuracy: 8 marks

This is a confident response of 65 words in which all four bullet points have been addressed successfully. The suggestion that the writer as an employee has played tennis at the campsite is a legitimate response. Communication is relevant and appropriate to the task. Language used is mostly successful in presenting simple facts and ideas, and there is little repetition.

The response is placed in the 7–8 band for Communication and content. There are two slightly awkward details (*pro Leute* and *Nachte Monaten*) and as a result 7 marks is most appropriate. The mark for Linguistic knowledge and accuracy can be placed at the top of the 7–8 band because the writer uses straightforward grammatical structures correctly to write simple (and some complex) sentences. References made to both present and future events are successful. Errors made do not hinder clarity of communication.

Question 3(a)

Communication and content: 12 marks; Linguistic knowledge and accuracy: 8 marks

This is an extremely detailed response to the question. All four bullet points have been covered in equal measure and each key point has been expanded well. Language used has been adapted effectively to narrate, inform, interest and give convincing personal opinions. There are frequent examples of language being used creatively (e.g. 'Wow, Lisa – es ist so gigantisch!'). Register and style are appropriate throughout.

A mark of 12 would be the best fit for Communication and content. A wide variety of grammatical structures are evident with some good examples of more complex structures appropriate to this crossover level question ('weil' clauses, inversion, a modal verb). Sentences are linked well. References to past, present and future events are all successful. Some more unusual vocabulary has been employed (e.g. 'zusätzlich', 'atemberaubend'). Occasional errors made (e.g. the attempted 'obwohl' clause) do not hinder clarity of communication and therefore a mark of 8 is appropriate for this response for Linguistic knowledge and accuracy.

Question 4 Translation English into German

- (a) 2 marks – the meaning has been fully communicated.
- (b) 1 mark – the meaning is partially communicated. The verb is in the wrong person and the candidate uses 'hier' rather than 'dort'.
- (c) 1 mark – the meaning is partially communicated despite 'Wohnplatz' and 'Stadt' being incorrect.
- (d) 1 mark – some words are communicated here but the omission of the verb in the past tense means that the meaning of the sentence is not fully communicated.
- (e) 2 marks – the first verb is in the present rather than the past tense. As a result, there is partial communication with one element missing.

Higher Tier

Question 1

Communication and content: 7 marks; Linguistic knowledge and accuracy: 4 marks

The written response is of an adequate length. All four bullet points have been addressed but not all have been developed. Language used narrates and describes ideas as required, but there are some odd lapses, particularly in the second paragraph where the absence of or incomplete verb forms confuses the reader slightly. The switch to Mustafa in the third person is inappropriate, but otherwise register used is acceptable.

The 7–9 band is the best fit for this response for Communication and content with a given mark of 7. Overall, grammatical sentence structure is correct with some attempts to extend responses. There are successful references to past, present and future events, although with some ambiguity (e.g. 'Diese Jahre es hat erfolgreich'). The response is not accurate enough to reach the 5–6 band for Linguistic knowledge and accuracy. A mark of 4 is appropriate.

Question 2

Communication and content: 16 marks; Linguistic knowledge and accuracy: 12 marks

This is an excellent response to the task set. The student successfully communicates details relevant to all four bullet points and develops each point consistently well. The student uses language accurately and confidently to narrate to inform, to interest and to convince the reader. Individual thoughts and ideas are expressed clearly using precise language ('Schulden', 'dadurch', 'schließlich', 'Pflichtfach', 'gut ausgebildet'). Style and register used are appropriate throughout.

The best fit band is 13–16 with the full 16 marks given for Communication and content. This is a fluent response. Sentences are linked well and extended appropriately. The writer employs a wide variety of complex grammatical structures correctly including subordinate and infinitive clauses, dative plurals for indirect objects, separable verbs and the genitive case for possession. Language used is consistently accurate throughout and references to past, present and future, including the conditional are correct. The mark for this response is 12 for Linguistic knowledge and accuracy.

Question 3 Translation English into German

6 marks

A good effort has been made to translate this passage. Despite errors, some sections have been interpreted correctly. However, the overall meaning of the passage is only partially communicated. The omission in translation of 'When I was there' interrupts communication. In addition, some verb forms prevent meaning from being conveyed effectively ('gebesucht', 'ich habe ... treffen') and the final clause is not wholly clear. The 4–6 band is the best fit for this response with a suggested mark of 6.