Pearson

GCSE (9–1)

GERMAN

Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in German (1GN1)
First teaching from September 2024 | first certification from 2026

Issue 3

About Pearson

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Summary of Pearson Edexcel Pearson Edexcel Level 1/Level 2 GCSE (9-1) in German Issue 3 changes

Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
Paper 1 Speaking **Paper 4 Writing** AO3 mark schemes have been amended to differentiate between the number of timeframes needed to be placed in the different bands. Descriptors have been changed from 'past, present and future timeframes,' for the top and middle bands to: • 'use of three timeframes,' in the top bands • 'at least two timeframes' in the middle bands Lower bands refer simply to 'timeframes,' rather than 'different timeframes,' which can include one timeframe. A definition of the term 'Timeframes' has been added to the marking guidance. Example open response and translation exemplification in the **Writing** paper has been updated to reflect this change.	213, 288 504, 580, 584 205, 285 495, 579 290-291 293 582-583 586
Paper 1 Speaking **Paper 4 Writing** AO3 marking guidance has been amended to clarify the definition of what constitutes a 'minor' and a 'major' error. Example open response and translation exemplification in the **Writing** paper has been updated to reflect this change.	204, 284 494, 578 290-291 293 582-583 586
The formatting of some questions has been amended for increased accessibility. • **Paper 1, Speaking:** The two pictures in the picture task are now displayed in portrait rather than landscape, on their own page, with the instructions placed on the facing page. • **Paper 3, Reading:** Any supporting pictures are now displayed above the text rather than beside it. • **Paper 3, Reading and Paper 4, Writing** (foundation only): Translation tasks now have two answer lines rather than one for each sentence.	68-96 350-486 254, 550 262, 280
Paper 3, Reading, higher tier translation: The final sentence has been changed so that it only includes one past timeframe: '*Gestern Abend habe ich etwas Leichtes gekocht, aber heute habe ich Hunger.*'	556
Paper 1, Speaking The order of the Read aloud and Picture Tasks have been re-ordered and re-numbered, so that all three languages in this suite of qualifications (GCSE in French, German and Spanish) follow the same sequence of thematic context.	11-201 301-491

If you need further information on these changes or what they mean, contact us via our website at: https://qualifications.pearson.com/en/subjects/languages.html.

Contents

Introduction	**1**
General marking guidance	**3**
Foundation tier	
Paper 1 – Speaking in German – general instructions for teacher plus read aloud, role play and picture task	**5**
Paper 1 – Speaking in German mark scheme	**203**
Paper 2 – Listening and understanding in German transcript	**215**
Paper 2 – Listening and understanding in German question paper	**221**
Paper 2 – Listening and understanding in German mark scheme	**239**
Paper 3 – Reading and understanding in German question paper	**249**
Paper 3 – Reading and understanding in German mark scheme	**265**
Paper 4 – Writing in German question paper	**271**
Paper 4 – Writing in German mark scheme	**283**
Higher tier	
Paper 1 – Speaking in German – general instructions for teacher plus read aloud, role play and picture task	**295**
Paper 1 – Speaking in German mark scheme	**493**
Paper 2 – Listening and understanding in German transcript	**505**
Paper 2 – Listening and understanding in German question paper	**511**
Paper 2 – Listening and understanding in German mark scheme	**527**
Paper 3 – Reading and understanding in German question paper	**537**
Paper 3 – Reading and understanding in German mark scheme	**559**
Paper 4 – Writing in German question paper	**565**
Paper 4 – Writing in German mark scheme	**577**

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Introduction

The Pearson Edexcel Level 1/Level 2 GCSE in German is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These Sample Assessment Materials have been developed to support this qualification and will be used as the benchmark to develop the assessments students will take.

During the development of these Sample Assessment Materials, we have been grateful to NCELP for providing us with access to their MultiLingProfiler tool[1] to assist us with ensuring all our texts comply with the requirements set out in Appendix 1: Vocabulary and Appendix 2: Grammar of our Pearson Edexcel Level 1/Level 2 GCSE in German (2024) Specification.

[1]Finlayson, N., Marsden, E., & Anthony, L. (2022). MultilingProfiler (Version 3) [Computer software]. University of York. Accessed March 2023 at https://www.multilingprofiler.net/

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked, **unless** the candidate has replaced it with an alternative response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time and 7–9 minutes' examination time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

General instructions to the teacher

Foundation Tier

Read these instructions in conjunction with the Specification and Administrative Support Guide.

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General instructions to the teacher conducting the assessment

A. Order and timings

- The examination is made up of three tasks.
- The tasks must be conducted in the following order: read aloud, role play, picture task.
- The total examination will last between 7 and 9 minutes.

B. Allocation of cards

- Teachers must use the sequencing tool provided by Pearson for the allocation of the picture card, read aloud passage and role-play stimulus card. This has been designed to help ensure that each candidate covers a broad range of vocabulary from the specification.
- The subject matter of the stimulus cards should not cause offence or distress to the candidate. The teacher needs to decide in advance of the examination if any offence or distress might be caused. In this event, the teacher should indicate this in the sequencing tool, and an alternative set of cards will be generated for that candidate.

C. Preparation and notes

- Candidates must be allowed 15 minutes' preparation time under supervised conditions to prepare for the read aloud, role play and the picture task. During the first 14 minutes, they should not practise the read aloud passage out loud. Candidates will be offered a further 1-minute preparation time in the examination room, in which they may practice out loud words / phrases / sentences / the entire text if they wish.
- The preparation time must be immediately before the examination time.
- Candidates must not write on the role play or picture stimuli.
- Candidates may annotate the read aloud passage in order to help them with pronunciation.
- Candidates may make notes on one sheet of A4 paper. They must write their name, candidate number and centre number on the sheet.
- Candidates must not have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- At the end of each task, candidates must hand the relevant stimulus material to the teacher-examiner, and they must return their notes after completing the examination.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

D. Conduct of the exam

- Recording of the exam must start as the candidate begins their 1-minute preparation time to practise the read aloud task out loud. Teachers should state the candidate number at the start of the recording.
- Teachers should not offer any guidance or correction to candidates during the 1-minute preparation time.
- The teacher should announce, 'The test will now begin; please read the text' once the 1-minute preparation is finished and before commencing the first task.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum number of marks available.
- The speaking assessment will begin with the read aloud (thematic context allocated by Pearson), followed by the role play (setting allocated by Pearson) and finally the picture task (thematic context pre-selected by candidate; picture card and conversation starter subject allocated by Pearson).

Task-specific instructions

Task 1: Read aloud

- The thematic context for the read aloud will be allocated by Pearson using the sequencing tool.
- At the start of the 1-minute preparation time in the exam room, the teacher should start the recording. The candidate may choose to read some or all of the text out loud during this time, or may prefer to continue silent preparation.
- At the end of the 1-minute preparation time in the exam room, the teacher should announce, 'The test will now begin; please read the text', before moving to the assessed read aloud task.
- The read aloud stimulus must be handed over by the candidate before moving on to the follow-up questions.
- The read aloud and follow-up questions are recommended to last between one-and-a-half and two minutes.
- The purpose of the read aloud is to assess understanding and application of sound-symbol correspondences through reading language aloud using clear and comprehensible pronunciation.
- The follow-up questions assess the ability to express likes /dislikes /preferences / opinions related to the content of the read aloud passage.
- The questions must be asked as they are presented. There must be no supplementary questions and questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

At the end of the read aloud, the speaking assessment will move to the role play task.

Task 2: Role play

- The setting for the role play task will be allocated by Pearson using the sequencing tool.
- The role play is recommended to last between one and one-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions.
- The teacher will read out a short introduction to the role play, as printed on the teacher card, and then commence the first question.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements / questions may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The role play card should be handed over by the candidate once the task is completed.

At the end of the role play, the speaking assessment will move to the picture task.

Task 3: Picture task

- The thematic context for the picture task will be pre-selected by the candidate. This pre-selection will be in the form of a choice of one from two thematic contexts, randomly generated by Pearson.
- Within the thematic context selected, the picture card will be allocated by Pearson using the sequencing tool.
- The description element of the picture task is recommended to last between one-and-a-half to two minutes.
- The purpose of the description element of the picture task is to assess communication and linguistic accuracy through providing description of a visual stimulus.
- The teacher should start by asking the candidate which picture they have chosen and once their response is clear, continue with the instruction, 'Describe the picture.'
- To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, the teacher should ask the two compulsory questions related to the picture the candidate described.
- The questions must be asked as they are presented. There must be no supplementary questions and questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The compulsory questions assess the ability to talk about personal experiences related to the content of the picture.

- A starter subject for the conversation is mandated on the teacher card and you must begin with this subject. You should then develop the conversation with questions extending from this subject and the broader thematic context.
- Three suggested questions, one in each of present, past and future tenses are provided as support to the teacher. These are not compulsory, and teachers are free to use alternative questions suited to the level of their candidate(s).
- Teacher-examiners should endeavour to sustain a free-flowing conversation, in which they respond to what the candidate is saying. They should allow the conversation to evolve, asking a range of questions appropriate to the thematic context and the interests and experiences of the student, which enable students to:
  - produce extended sequences of speech
  - develop the conversation
  - give and justify own thoughts and opinions
  - refer to past, present and future events
  - develop their responses as well as they are able
  - demonstrate the full range of their ability.
- In the broader conversation, students can draw upon any relevant vocabulary from the full vocabulary list, or beyond the list.
- The conversation on the broader thematic context assesses the ability to interact with the teacher in a way that demonstrates communication skills and a range of linguistic proficiency, in terms of vocabulary and grammar.
- The conversation is recommended to last between three and three-and-a-half minutes. Teacher-examiners should be mindful of this time recommendation and encourage candidates to produce sufficient responses to fill the recommended time.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

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Candidate card FRA1

Thematic context: My personal world

Read aloud

Anna, your German friend, has sent you some information about herself.

Read out the text below to your teacher.

Ich bin fünfzehn Jahre alt.

Normalerweise mache ich viel mit meiner Familie.

Mein Bruder ist fleißig und mag Sport.

Unsere Schwester wohnt jetzt nicht mehr zu Hause.

Jeden Abend essen wir zusammen in der Küche.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

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Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA1

Thematic context: My personal world

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Ich bin fünfzehn Jahre alt.

Normalerweise mache ich viel mit meiner Familie.

Mein Bruder ist fleißig und mag Sport.

Unsere Schwester wohnt jetzt nicht mehr zu Hause.

Jeden Abend essen wir zusammen in der Küche.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Was machst du gern zu Hause ?

Q2. Wie findest du Sport ?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

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Candidate card FRA2

Thematic context: Lifestyle and wellbeing

Read aloud

Mia, your friend, has sent you some information about her regular activities.

Read out the text below to your teacher.

Ich bin sehr aktiv.

Einmal pro Woche gehe ich ins Schwimmbad.

Meine Freunde und ich haben viel Spaß.

Nach dem Sport besuchen wir oft das Eiscafé.

Im Sommer gehe ich mit meiner Familie im Park spazieren.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

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Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA2

Thematic context: Lifestyle and wellbeing

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Ich bin sehr aktiv.

Einmal pro Woche gehe ich ins Schwimmbad.

Meine Freunde und ich haben viel Spaß.

Nach dem Sport besuchen wir oft das Eiscafé.

Im Sommer gehe ich mit meiner Familie im Park spazieren.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Was machst du gern mit Freunden?

Q2. Wie findest du Schwimmen?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

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Candidate card FRA3

Thematic context: My neighbourhood

Read aloud

Mohammed, your friend, has sent you some information about where he lives.

Read out the text below to your teacher.

Ich wohne in Berlin.

Das ist eine große Stadt.

Ich mag die modernen Geschäfte im Zentrum.

Hier kann man mit Freunden sehr gut einkaufen.

Das mache ich gern am Samstag in der Nähe vom Bahnhof.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

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Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA3

Thematic context: My neighbourhood

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Ich wohne in Berlin.

Das ist eine große Stadt.

Ich mag die modernen Geschäfte im Zentrum.

Hier kann man mit Freunden sehr gut einkaufen.

Das mache ich gern am Samstag in der Nähe vom Bahnhof.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Was machst du gern am Samstag?

Q2. Wie findest du deine Stadt oder deine Region ?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

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Candidate card FRA4

Thematic context: Media and technology

Read aloud

Lukas, your friend, has sent you some information about watching programmes online.

Read out the text below to your teacher.

Ich mag gern Komödien.

Ich habe einen Computer in meinem Zimmer.

Dort sehe ich jeden Nachmittag eine Sendung.

Mein Bruder und ich finden das immer bequem.

Manchmal lade ich einen Film auf mein Handy herunter.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

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Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA4

Thematic context: Media and technology

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state**: 'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Ich mag gern Komödien.

Ich habe einen Computer in meinem Zimmer.

Dort sehe ich jeden Nachmittag eine Sendung.

Mein Bruder und ich finden das immer bequem.

Manchmal lade ich einen Film auf mein Handy herunter.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Was siehst du gern online?

Q2. Wie findest du Handys?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

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Candidate card FRA5

Thematic context: Studying and my future

Read aloud

Hanna has contributed to a blog about her future plans.

Read out the text below to your teacher.

Ich mag Englisch.

Das lerne ich in der Schule.

Ich möchte es später auf der Universität studieren.

Sprachen finde ich sehr wichtig für meine Zukunft.

So kann ich gut reisen und andere Menschen kennen lernen.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

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Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA5

Thematic context: Studying and my future

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Ich mag Englisch.

Das lerne ich in der Schule.

Ich möchte es später auf der Universität studieren.

Sprachen finde ich sehr wichtig für meine Zukunft.

So kann ich gut reisen und andere Menschen kennen lernen.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Was lernst du gern in der Schule?

Q2. Wie findest du Deutsch?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

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Candidate card FRA6

Thematic context: Travel and tourism

Read aloud

Your German friend Sofie has sent you a text about transport.

Read out the text below to your teacher.

Ich fahre gern Rad.

Ich gehe zu Fuß in die Schule.

Im Winter nehme ich lieber den Bus.

Er kostet nur einen Euro und kommt schnell.

Das ist für die Umwelt viel besser als Autofahren.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

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Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA6

Thematic context: Travel and tourism

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Ich fahre gern Rad.

Ich gehe zu Fuß in die Schule.

Im Winter nehme ich lieber den Bus.

Er kostet nur einen Euro und kommt schnell.

Das ist für die Umwelt viel besser als Autofahren.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Wie fährst du gern in die Stadt?

Q2. Wie findest du Radfahren im Winter?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate card STIMULUS FRP1

Setting: At the cinema

Scenario:

- You are in a cinema, and you are buying tickets.
- Your teacher will play the part of the employee and will speak first.
- Your teacher will ask questions **in German** and you must answer **in German**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say how many tickets you want.
2. Say what type of film you want to see.
3. Say what time you want to see the film.
4. Say how you want to pay.
5. Ask a question about food/drinks at the cinema.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than **twice**. Where a candidate answers incorrectly, do not repeat the question.

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Teacher card STIMULUS FRP1

Setting: At the cinema

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are in a cinema, and you are buying tickets. I will play the part of the employee and will speak first.

1	***Guten Tag. Kann ich Ihnen helfen?*** Allow the candidate to say how many tickets they want.
2	***Was für einen Film möchten Sie sehen?*** Allow the candidate to say which type of film they want to see. ***Gut.***
3	***Um wie viel Uhr möchten Sie den Film sehen?*** Allow the candidate to say what time they want to see the film. ***Danke.***
4	***Wie möchten Sie bezahlen?*** Allow the candidate to say how they want to pay. ***Kein Problem.***
5	***Haben Sie eine Frage?*** Allow the candidate to ask you a question about food/drinks at the cinema.. ***Give an appropriate brief response.***

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate card STIMULUS FRP2

Setting: At the doctor's surgery

Scenario:

- You are at a doctor's surgery, and you are speaking to the receptionist.
- Your teacher will play the part of the receptionist and will speak first.
- Your teacher will ask questions **in German** and you must answer **in German**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what the problem is.
2. Say how old you are.
3. Say who you are with.
4. Say where you are staying in Berlin.
5. Ask a question about seeing the doctor.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than **twice**. Where a candidate answers incorrectly, do not repeat the question.

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Teacher card STIMULUS FRP2

Setting: At the doctor's surgery

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a doctor's surgery, and you are speaking to the receptionist. I will play the part of the receptionist and will speak first.

1	***Guten Tag. Kann ich Ihnen helfen?*** Allow the candidate to say what the problem is. ***Das ist nicht so schön.***
2	***Wie alt sind Sie?*** Allow the candidate to say how old they are. ***Danke.***
3	***Mit wem sind Sie hier?*** Allow the candidate to say who they are with. ***Gut.***
4	***Wo wohnen Sie hier in Berlin?*** Allow the candidate to say where they are staying in Berlin. ***Toll!***
5	***Haben Sie eine Frage?*** Allow the candidate to ask a question about seeing the doctor. ***Give an appropriate brief response.***

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate card STIMULUS FRP3

Setting: At the sports centre

Scenario:

- You are in a sports centre.
- Your teacher will play receptionist and will speak first.
- Your teacher will ask questions **in German** and you must answer **in German**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what activity you want to do.
2. Say when you would like the reservation.
3. Say how long you want to do the activity.
4. Give your opinion of the sports centre.
5. Ask a question about the price.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than **twice**. Where a candidate answers incorrectly, do not repeat the question.

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Teacher card STIMULUS FRP3

Setting: At the sports centre

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a sports centre. I will play the part of the receptionist and will speak first.

1	***Guten Tag. Kann ich Ihnen helfen?*** Allow the candidate to say what activity they want to do. ***Kein Problem.***
2	***Für wann möchten Sie das reservieren?*** Allow the candidate to say when they would like to book the activity. ***In Ordnung.***
3	***Wie lange möchten Sie das machen?*** Allow the candidate to say for how long they would like to do the activity. ***Alles klar.***
4	***Wie finden Sie unser Sportzentrum?*** Allow the candidate to give their opinion of the sports centre. ***Gut.***
5	***Haben Sie eine Frage?*** Allow the candidate to ask about the price. ***Give an appropriate brief response.***

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate card STIMULUS FRP4

Setting: In town

Scenario:

- You stop someone to ask for information.
- Your teacher will play the part of the German person and will speak first.
- Your teacher will ask questions **in German** and you must answer **in German**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say where you want to go.
2. Say how much time you have.
3. Say who you are travelling with.
4. Tell the person why you are in Germany.
5. Ask a question about places to eat.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than **twice**. Where a candidate answers incorrectly, do not repeat the question.

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Teacher card STIMULUS FRP4

Setting: In town

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You stop someone to ask for information. I will play the part of the German person and will speak first.

1	***Guten Tag. Kann ich Ihnen helfen?*** Allow the candidate to say where they want to go. ***Das ist nicht weit.***
2	***Wie viel Zeit haben Sie?*** Allow the candidate to say how much time they have. ***Gut.***
3	***Mit wem fahren Sie?*** Allow the candidate to say with whom they are travelling. ***Klasse.***
4	***Warum sind Sie in Deutschland?*** Allow the candidate to tell you why they are in Germany. ***Alles klar.***
5	***Haben Sie eine Frage?*** Allow the candidate to ask about places to eat. ***Give an appropriate brief response.***

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD.

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Candidate card STIMULUS FRP5

Setting: At the café

Scenario:

- You are at a café.
- Your teacher will play the part of a café employee and will speak first.
- Your teacher will ask questions **in German** and you must answer **in German**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say how many people you want a table for.
2. Say how long you want to stay.
3. Say what you want to eat/drink.
4. Give your opinion of German food.
5. Ask a question about paying.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than **twice**. Where a candidate answers incorrectly, do not repeat the question.

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Teacher card STIMULUS FRP5

Setting: At the café

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a café. I will play the part of a café employee and will speak first.

1	***Guten Tag. Kann ich Ihnen helfen?*** Allow the candidate to say how many people they want the table for. ***In Ordnung.***
2	***Wie lange bleiben Sie?*** Allow the candidate to say how long they want to stay. ***Kein Problem.***
3	***Was möchten Sie bestellen?*** Allow the candidate to say what they want to eat/drink. ***Danke schön.***
4	***Wie finden Sie das Essen in Deutschland?*** Allow the candidate to give their opinion of German food. ***Interessant.***
5	***Haben Sie eine Frage?*** Allow the candidate to ask a question about paying. ***Give an appropriate brief response.***

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate card STIMULUS FRP6

Setting: At the hotel

Scenario:

- You arrive at a hotel, and you are speaking to the receptionist.
- Your teacher will play the part of the receptionist and will speak first.
- Your teacher will ask questions **in German** and you must answer **in German**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say how long you would like to stay.
2. Say who is in your group.
3. Say what activities you want to do at the hotel.
4. Say what you think of Austria.
5. Ask a question about meals.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than **twice**. Where a candidate answers incorrectly, do not repeat the question.

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Teacher card STIMULUS FRP6

Setting: At the hotel

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are in a hotel. I will play the part of the receptionist and will speak first.

1	***Guten Tag. Kann ich Ihnen helfen?*** Allow the candidate to say how long they want to stay. ***Alles klar.***
2	***Wer ist in Ihrer Gruppe?*** Allow the candidate to say who is in their group. ***Kein Problem.***
3	***Was möchten Sie hier im Hotel machen?*** Allow the candidate to say what activities they want to do at the hotel. ***Sehr interessant.***
4	***Wie finden Sie Österreich?*** Allow the candidate to tell you what they think about Austria. ***Danke.***
5	***Haben Sie eine Frage?*** Allow the candidate to ask about meals. ***Give an appropriate brief response.***

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT1

Thematic context: My personal world

Picture 1

(Source: MAPWI123385 © Ground Picture/Getty Images)

Picture 2

(Source: MAPWI123386 © Jaren Jai Wicklund/Shutterstock)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My personal world**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT1

Thematic context: My personal world

Picture 1

(Source: MAPWI123385 © Ground Picture/Getty Images)

Picture 2

(Source: MAPWI123386 © Jaren Jai Wicklund/Shutterstock)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was trinkst du gern?

(b) Was machst du gern mit Freunden?

Questions for Picture 2

(a) Was machst du gern am Wochenende?

(b) Was ist deine ideale Aktivität mit Freunden?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **FREETIME**, for example: *Wohin gehst du gern in deiner Freizeit?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du letzte Woche mit Freunden gemacht?*

(future tense) *Mit wem möchtest du das nächste Wochenende verbringen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT2

Thematic context: My personal world

Picture 1

(Source: MAPWI123386 © Jaren Jai Wicklund/Shutterstock)

Picture 2

(Source: MAPWI123384 © William Perugini/Shutterstock)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My personal world**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT2

Thematic context: My personal world

Picture 1

(Source: MAPWI123386 © Jaren Jai Wicklund/Shutterstock)

Picture 2

(Source: MAPWI123384 © William Perugini/Shutterstock)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was machst du gern am Wochenende?

(b) Was ist deine ideale Aktivität mit Freunden?

Questions for Picture 2

(a) Was machst du gern in der Stadt?

(b) Wie verbringst du Zeit mit Freunden?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **RELATIONSHIPS**, for example: *Wie findest du deine Schulfreunde/Schulfreundinnen?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du letzte Woche mit Freunden gemacht?*

(future tense) *Mit wem möchtest du das nächste Wochenende verbringen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT3

Thematic context: My personal world

Picture 1

(Source: MAPWI123384 © William Perugini/Shutterstock)

Picture 2

(Source: MAPWI123385 © Ground Picture/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My personal world**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT3

Thematic context: My personal world

Picture 1

(Source: MAPWI123384 © William Perugini/Shutterstock)

Picture 2

(Source: MAPWI123385 © Ground Picture/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was machst du gern in der Stadt?

(b) Wie verbringst du Zeit mit Freunden?

Questions for Picture 2

(a) Was trinkst du gern?

(b) Was machst du gern mit Freunden?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **FRIENDS**, for example*: Kannst du einen Freund oder eine Freundin beschreiben?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du letzte Woche mit Freunden gemacht?*

(future tense) *Mit wem möchtest du das nächste Wochenende verbringen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT4

Thematic context: Lifestyle and wellbeing

Picture 1

(Source: MAPWI123388 © DGLimages/Getty Images)

Picture 2

(Source: MAPWI123389 123RF)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Lifestyle and wellbeing**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT4

Thematic context: Lifestyle and Wellbeing

Picture 1

(Source: MAPWI123388 © DGLimages/Getty Images)

Picture 2

(Source: MAPWI123389 123RF)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was isst du gern zum Frühstück?

(b) Wie findest du Fastfood?

Questions for Picture 2

(a) Welchen Sport machst du?

(b) Was ist deine Meinung zum Teamsport?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SPORTS**, for example: *Wo machst du normalerweise Sport?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Wie oft hast du im letzten Monat Sport gemacht?*

(future tense) *Was wirst du in Zukunft für deine Gesundheit machen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT5

Thematic context: Lifestyle and Wellbeing

Picture 1

(Source: MAPWI123389 123RF)

Picture 2

(Source: MAPWI123390 Pearson Asset Library)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Lifestyle and wellbeing**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT5

Thematic context: Lifestyle and wellbeing

Picture 1

(Source: MAPWI123389 123RF)

Picture 2

(Source: MAPWI123390 Pearson Asset Library)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Welchen Sport machst du?

(b) Was ist deine Meinung zum Teamsport?

Questions for Picture 2

(a) Wie findest du Radfahren?

(b) Was ist deine Meinung zum Sport mit Freunden?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **FOOD AND DRINK**, for example: *Was isst und trinkst du gern?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Wie oft hast du im letzten Monat Sport gemacht?*

(future tense) *Was wirst du in Zukunft für deine Gesundheit machen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT6

Thematic context: Lifestyle and wellbeing

Picture 1

(Source: MAPWI123390 Pearson Asset Library)

Picture 2

(Source: I123388 © DGLimages/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Lifestyle and wellbeing**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT6

Thematic context: Lifestyle and wellbeing

Picture 1

(Source: MAPWI123390 Pearson Asset Library)

Picture 2

(Source: MAPWI123388 © DGLimages/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Wie findest du Radfahren?

(b) Was ist deine Meinung zum Sport mit Freunden?

Questions for Picture 2

(a) Was isst du gern zum Frühstück?

(b) Wie findest du Fastfood

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **PHYSICAL AND MENTAL WELLBEING**, for example: *Was machst du draußen in der Natur?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Wie oft hast du im letzten Monat Sport gemacht?*

(future tense) *Was wirst du in Zukunft für deine Gesundheit machen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT7

Thematic context: My neighbourhood

Picture 1

(Source: MAPWI123372 © Maskot/Getty Images)

Picture 2

(Source: MAPWI123373 © Portra/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My neighbourhood**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT7

Thematic context: My neighbourhood

Picture 1

(Source: MAPWI123372 © Maskot/Getty Images)

Picture 2

(Source: MAPWI123373 © Portra/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Welche Geschäfte gibt es in deiner Region?

(b) Was machst du gern in der Stadt?

Questions for Picture 2

(a) Was kann man in deiner Stadt mit Freunden machen?

(b) Was machst du gern draußen?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **THINGS FOR YOUNG PEOPLE TO DO**, for example: *Was gibt es für junge Leute in deiner Region*.
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du gestern in deiner Gegend gemacht?*

(future tense) *Wie wirst du in Zukunft der Umwelt helfen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT8

Thematic context: My neighbourhood

Picture 1

(Source: MAPWI123373 © Portra/Getty Images)

Picture 2

(Source: SeventyFour/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My neighbourhood**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT8

Thematic context: My neighbourhood

Picture 1

(Source: MAPWI123373 © Portra/Getty Images)

Picture 2

(Source: SeventyFour/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was kann man in deiner Stadt mit Freunden machen?

(b) Was machst du gern draußen?

Questions for Picture 2

(a) Wo triffst du deine Freunde?

(b) Was machst du gern in der Bibliothek?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SHOPPING**, for example: *Wo gehst du gern einkaufen?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du gestern in deiner Gegend gemacht?*

(future tense) *Wie wirst du in Zukunft der Umwelt helfen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT9

Thematic context: My neighbourhood

Picture 1

(Source: SeventyFour/Getty Images)

Picture 2

(Source: MAPWI123372 © Maskot/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My neighbourhood**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT9

Thematic context: My neighbourhood

Picture 1

(Source: SeventyFour/Getty Images)

Picture 2

(Source: MAPWI123372 © Maskot/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Wo triffst du deine Freunde?

(b) Was machst du gern in der Bibliothek?

Questions for Picture 2

(a) Welche Geschäfte gibt es in deiner Region?

(b) Was machst du gern in der Stadt?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **THE NATURAL WORLD**, for example: *Welche Aktivitäten machst du draußen?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du gestern in deiner Gegend gemacht?*

(future tense) *Wie wirst du in Zukunft der Umwelt helfen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT10

Thematic context: Media and technology

Picture 1

(Source: MAPWI123376 © Education Images/Contributo/Getty Images)

Picture 2

(Source: MAPWI123377 © Maskot/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT10

Thematic context: Media and technology

Picture 1

(Source: MAPWI123376 © Education Images/ Contributo/Getty Images)

Picture 2

(Source: MAPWI123377 © Maskot/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was machst du gern mit dem Handy?

(b) Was ist deine Meinung zum Internet?

Questions for Picture 2

(a) Wie oft triffst du Freunde?

(b) Wie findest du Gaming?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **GAMING**, for example: *Wo machst du am liebsten Gaming?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du letzte Woche im Fernsehen gesehen?*

(future tense) *Wie wirst du morgen das Internet benutzen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT11

Thematic context: Media and technology

Picture 1

(Source: MAPWI123377 © Maskot/Getty Images)

Picture 2

(Source: 991174378 © Maskot /Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Pearson

Instructions to teacher

Picture task FPT11

Thematic context: Media and technology

Picture 1

(Source: MAPWI123377 © Maskot/Getty Images)

Picture 2

(Source: 991174378 © Maskot /Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Wie oft triffst du Freunde?

(b) Wie findest du Gaming?

Questions for Picture 2

(a) Wie oft siehst du fern?

(b) Was machst du nach der Schule zu Hause?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TELEVISION AND FILM**, for example: *Was für Filme magst du?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du letzte Woche im Fernsehen gesehen?*

(future tense) *Wie wirst du morgen das Internet benutzen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT12

Thematic context: Media and technology

Picture 1

(Source: 991174378 © Maskot /Getty Images)

Picture 2

(Source: MAPWI123376 © Education Images/Contributo/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT12

Thematic context: Media and technology

Picture 1

(Source: 991174378 © Maskot/Getty Images)

Picture 2

(Source: MAPWI123376 © Education Images/ Contributo/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Wie oft siehst du fern?

(b) Was machst du nach der Schule zu Hause?

Questions for Picture 2

(a) Was machst du gern mit dem Handy?

(b) Was ist deine Meinung zum Internet?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **MUSIC**, for example: *Was für Musik magst du?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du letzte Woche im Fernsehen gesehen?*

(future tense) *Wie wirst du morgen das Internet benutzen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT13

Thematic context: Studying and my future

Picture 1

(Source: 1411407767 © Rafa Fernandez Torres/Getty Images)

Picture 2

(Source: MAPWI123380 © kali9/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT13

Thematic context: Studying and my future

Picture 1

(Source: 1411407767 © Rafa Fernandez Torres/ Getty Images)

Picture 2

(Source: MAPWI123380 © kali9/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was lernst du gern in der Schule?

(b) Wie findest du Lernen in einer Gruppe?

Questions for Picture 2

(a) Wie findest du Hausaufgaben?

(b) Was meinst du zum Lernen mit einem Computer?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **EXTRA CURRICULAR ACTIVITIES**, for example: *Was für Schulklubs machst du?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du gestern nach der Schule gemacht?*

(future tense) *Welche neue Aktivität möchtest du in der Zukunft machen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT14

Thematic context: Studying and my future

Picture 1

(Source: MAPWI123380 © kali9/Getty Images)

Picture 2

(Source: MAPWI123381 © kali9/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT14

Thematic context: Studying and my future

Picture 1

(Source: MAPWI123380 © kali9/Getty Images)

Picture 2

(Source: MAPWI123381 © kali9/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Wie findest du Hausaufgaben?

(b) Was meinst du zum Lernen mit einem Computer?

Questions for Picture 2

(a) Was ist dein Traumberuf?

(b) Was meinst du zur Arbeit mit einem Computer?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **STUDYING**, for example: *Was ist deine Meinung zum Lernen mit Freunden?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du gestern nach der Schule gemacht?*

(future tense) *Welche neue Aktivität möchtest du in der Zukunft machen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT15

Thematic context: Studying and my future

Picture 1

(Source: MAPWI123381 © kali9/Getty Images)

Picture 2

(Source: 1411407767 © Rafa Fernandez Torres/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT15

Thematic context: Studying and my future

Picture 1

(Source: MAPWI123381 © kali9/Getty Images)

Picture 2

(Source: 1411407767 © Rafa Fernandez Torres/ Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was ist dein Traumberuf?

(b) Was meinst du zur Arbeit mit einem Computer?

Questions for Picture 2

(a) Was lernst du gern in der Schule?

(b) Wie findest du Lernen in einer Gruppe?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about their **SCHOOL LIFE**, for example: *Welche Schulfächer findest du interessant?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du gestern nach der Schule gemacht?*

(future tense) *Welche neue Aktivität möchtest du in der Zukunft machen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT16

Thematic context: Travel and tourism

Picture 1

(Source: MAPWI123382 Pearson Asset Library)

Picture 2

(Source: MAPWI123383 © sturti/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT16

Thematic context: Travel and tourism

Picture 1

(Source: MAPWI123382 Pearson Asset Library)

Picture 2

(Source: MAPWI123383 © sturti/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was machst du gern in den Schulferien?

(b) Wo möchtest du Urlaub machen?

Questions for Picture 2

(a) Was meinst du zum Reisen mit dem Bus?

(b) Mit wem möchtest du Urlaub machen?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TRAVELLING ABOUT**, for example: *Wie findest du Reisen mit dem Auto?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du im letzten Sommer gemacht?*

(future tense) *Was wirst du mit Freunden in den Schulferien machen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT17

Thematic context: Travel and tourism

Picture 1

(Source: MAPWI123383 © sturti/Getty Images)

Picture 2

(Source: MAPWI123387 © Ground Picture/Shutterstock)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT17

Thematic context: Travel and tourism

Picture 1

(Source: MAPWI123383 © sturti/Getty Images)

Picture 2

(Source: MAPWI123387 © Ground Picture/Shutterstock)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was meinst du zum Reisen mit dem Bus?

(b) Mit wem möchtest du Urlaub machen?

Questions for Picture 2

(a) Was trägst du gern, wenn es heiß ist?

(b) Was machst du mit Freunden im Sommer?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **ACCOMMODATION**, for example: *Wo möchtest du im Urlaub wohnen?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du im letzten Sommer gemacht?*

(future tense) *Was wirst du mit Freunden in den Schulferien machen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

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Candidate STIMULUS

Picture task FPT18

Thematic context: Travel and tourism

Picture 1

(Source: MAPWI123387 © Ground Picture/Shutterstock)

Picture 2

(Source: MAPWI123382 Pearson Asset Library)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1F**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT18

Thematic context: Travel and tourism

Picture 1

(Source: MAPWI123387 © Ground Picture/ Shutterstock)

Picture 2

(Source: MAPWI123382 Pearson Asset Library)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was trägst du gern, wenn es heiß ist?

(b) Was machst du mit Freunden im Sommer?

Questions for Picture 2

(a) Was machst du gern in den Schulferien?

(b) Wo möchtest du Urlaub machen?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TOURIST ATTRACTIONS**, for example: *Was gibt es für Touristen in deiner Region?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du im letzten Sommer gemacht?*

(future tense) *Was wirst du mit Freunden in den Schulferien machen?*

GCSE German Speaking Foundation tier

Paper 1 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be heard in the student's response for that band. As an examiner, you must be positive in your approach; look for opportunities to reward rather than penalise.

- When assigning a level, you should consider the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band. You should then use the variability of the response to help decide the mark within the band. For example, if the response is predominantly band 5–6 with a small amount of band 7–8 material, it would be placed in band 5–6 but be awarded a mark of 6 because of the band 7–8 content.

- You must also use the *Additional guidance*, exemplification of live scripts issued at standardisation and your professional judgement to decide which band is most appropriate.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.

- You will decide on the mark to award based on the quality of the response; you will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points. The number of bullet points in the band descriptor does not directly correlate to the number of marks in the band.

Additional guidance

Interaction between AO1/AO2 and AO3 marks (Picture task with conversation only)

- The response to spoken language (AO1) and response to stimulus marks (AO2) do not limit the mark for linguistic knowledge and accuracy (AO3), except where a student produces a response that is wholly irrelevant to the task set. In this circumstance, 0 marks for both (AO1)/(AO2) and (AO3) will be awarded.
- Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

Errors (AO3 grids: Picture task with conversation only)

A minor error - inaccurate but does not prevent meaning, i.e. the message may take time to understand but is still understood (see tables below).
A *major error -* inaccurate and prevents meaning, i.e. the message cannot be understood (see tables below).

Minor errors – inaccurate but do not prevent meaning	
Adjective agreement	Sie trägt ein **weiß** Hut. Der Himmel ist **blaues.**
Gender	**Mein** Stadt ist klein
Contractions	Es gibt einen Park **im** meiner Gegend.
Word order (incorrect)	In Zukunft ich **werde studieren** in Deutschland. Ich wohne gern hier, weil **es ist** ruhig.
Mother-tongue interference	Meine Mutter ist **eine** Lehrer. Ich gehe **auf** Fuß zur Schule.
Wrong case	Wir gehen **in der** Stadt. Es gibt **einem** Supermarkt.
Relative pronouns	Ich habe einen Bruder, **die** jünger ist.
Constructions	Ich gehe in die Stadt **zu kaufen** eine Jacke. Ich habe **zu machen** meine Hausaufgaben.

Major errors – inaccurate and prevent meaning	
Incorrect verb formation	Wir **gehst** oft ins Kino. Wir **gegehen** heute einkaufen. Ich wurde ins Ausland **gefahren**.
Tenses (incorrect)	**Morgen hat er** Musik **gehört.**
Vocabulary	Ich mag Eis und meine Freundin mag es **zu**. Ich **du** viel Sport.
Use of infinitive instead of conjugated verb	Yusuf **spielen** Fußball.
Mismatch of subject and possessive adjectives	Ich bewege **dich** im Park.
Mother-tongue interference	Wir **gern** Horrorfilme. Ich lese das **Papier**. Ich kaufe viel **books.**

NB: these are examples only and do not constitute a finite list. Some errors may fall into more than one category.

Glossary of terms

AO2 grid (Picture description task only)

Addressed *(Bullet points)*: the mark grids for AO2 indicate the minimum number of bullet points in the task that **must** be addressed before a student may be placed in any particular band. A bullet point in a task will be considered addressed if there is evidence of a response to it. There is no requirement for equal development of the bullet points.

Before awarding a mark, examiners should consider coverage of the task bullet points alongside the other assessment criteria in the band, as a best fit in a lower band may be more appropriate. For example, a student who addresses two or more task bullet points in the picture task will not automatically be placed in one of the top two bands; they may be placed in one of the bottom two bands if they do not meet the other requirements for development of ideas and comprehensibility. Candidates may address the task bullet points in any order.

AO1 and AO2 grids (Picture task and conversation)

Development refers to additional detail, reasoning, justification and/or elaboration on key points.

Comprehensible relates to how easy it is to understand the main points and ideas of the response as a whole. Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

AO3 grids (Picture task and conversation)

Complex language includes features such as:

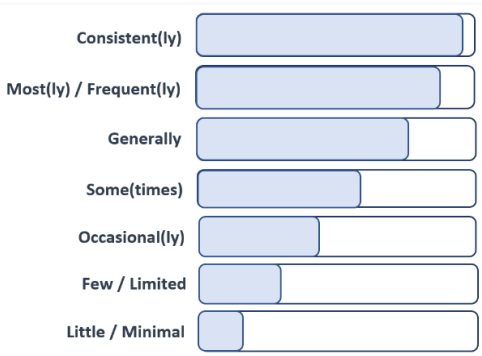
- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word order that is very different to English in form and/or function.

Variety refers to the range of vocabulary and grammatical structures **listed in the specification** for each tier. Any grammatical structures or vocabulary used which is outside of these lists is rewarded with equal (but not extra) credit.

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Equally, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.

Timeframes refers to expressions of past, present and future. Various tenses can be used to express a timeframe. For example, the present tense in the following sentence is used to express a future timeframe: 'I'm seeing my friends next week.' In the following sentence a future tense is used to express a future timeframe: "I will go to the cinema".

Differentiation terms within the mark scheme (AO1, AO2 and AO3 grids: all questions)



As guidance, the illustration gives an indication of the relative relationship of terms used in the mark grids. Note: The illustration should be referred to in conjunction with individual mark grids as each term does not necessarily equate to high or low marks. For example, although "frequent development…" equates to higher marks "frequent errors…" would conversely equate to lower marks.

Assessment criteria for the Foundation tier – Task 1

Read aloud – Foundation tier (12 marks)

Part 1 Read aloud (8 marks)

Students will read aloud a short text. There is one mark grid to be applied to this task. The mark grid is used to assess the clarity and comprehensibility of pronunciation based on knowledge and understanding of Sound Symbol Correspondences (SSCs). Examiners **must** use the specific *Guidance on application of read-aloud mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Part 1 – Read aloud – Foundation tier

Mark	AO3: Knowledge and accurate application of vocabulary
7–8	Pronunciation is generally clear and comprehensible; lapses in SSCs have limited impact on the message.
5–6	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
3–4	Pronunciation is occasionally clear and comprehensible; lapses in SSCs sometimes cause the message to break down.
1–2	Pronunciation is limited in clarity; lapses in SSCs often cause the message to break down.
0	No rewardable material.

Guidance on application of read-aloud mark grid

The read aloud will be marked holistically, taking into account the whole text that is read out. Students will not be assessed on the quality of their German accent. Anglicised accents will not impact on success as long as pronunciation is clear and comprehensible and SSCs are accurate. When assessing the read aloud, examiners should initially not look at the text when they are listening, but should assess the pronunciation based on how much they can understand of what the student says. Examiners should then check the text for any areas of uncertainly.

To exemplify application of the marking criteria for the read aloud text, FRA2 has been selected to demonstrate how lapses in pronunciation of single or multiple sounds (SSCs) impact negatively on comprehensibility. This guidance should be viewed in conjunction with the student and teacher cards, and the assessment criteria in the mark grid.

Ich wohne in Berlin.
Das ist eine große Stadt.
Ich mag die modernen Geschäfte im Zentrum.
Hier kann man mit Freunden sehr gut einkaufen.
Das mache ich gern am Samstag in der Nähe vom Bahnhof.

Examples of how lapses in SSCs impact on comprehensibility and cause the message to break down.

Original text	Transcription of mispronunciation	Impact
Nähe	Nahee	Mispronunciation of single or multiple sounds, creating words that cannot be recognised, rendering a phrase incomprehensible.
Bahnhofs	Bannoffs	
wohne	wonne	Mispronunciation creating a completely different German word that makes the message unclear.
mache	matche	
hier	hire	Mispronunication of ie/ei endings impacting on the comprehensibility of words.
eine	eena	
die	dye	
Zentrum	English pronunciation	The English pronunciation of these cognates would make it more difficult for the message to be understood.
Berlin		

Part 2 – Short interaction based on text – Foundation tier (4 marks)

Students will answer two short questions based on the text they have read aloud. The mark grid is applied once to each response. There is a maximum of 2 marks for each answer. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded. Examiners **must** use the specific *Guidance on application of mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Mark	**AO1: Response to spoken language**
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Guidance on application of mark grid

To exemplify application of the marking criteria for the short interaction, read aloud FRA1 has been selected to demonstrate a possible range of performance. This guidance should be viewed in conjunction with the student and teacher cards, and the assessment criteria in the mark grid.

Question 1: Was machst du gern am Samstag?

Mark	Possible responses	Application of mark descriptor
2	Ich gehe mit Freunden aus.	Response fully communicated.
1	Du machst gern einkaufen.	Some ambiguity; the use of the wrong pronoun and verb ending (copied from the question) makes the message somewhat unclear.
0	Stadt.	A one word answer is not sufficient for a mark here.

Question 2: Wie findest du deine Stadt oder deine Region?

Mark	Possible responses	Application of mark descriptor
2	Meine Stadt ist toll.	Response fully communicated.
1	Meine Meinung schlecht.	Ambiguity; whilst *schlecht* communicates a negative reaction, the absence of a verb phrase creates some ambiguity of meaning.
0	Ich finde nicht.	No rewardable material.

Assessment criteria for the Foundation tier – Task 2

Role play – Foundation tier (10 marks)

There is one mark grid to be applied to this task. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role-play cards. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded. Examiners **must** use the specific *Guidance on application of the mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Guidance on application of the mark grid

To exemplify application of the marking criteria, Foundation role play 1 (FRP1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the student and teacher cards, and the assessment criteria.

Foundation role play card 1 (FRP1)

You are in a cinema and you are buying tickets. I will play the part of the receptionist.

Prompt 1: Say how many tickets you want.

Question: Guten Tag. Kann ich Ihnen helfen ?

Mark	Descriptor	
2	**Ich möchte zwei Karten für diesen Film.**	**Ich zwei Personen für diesen Film möchte.**
	The request is fully communicated.	Despite the incorrect word order and even though the word for ticket isn't used, the request is fully communicated.
1	**Ich will den Film für zwei bitte.**	**Ich mag Film sehen, zwei bitte.**
	Response partially communicated. The omission of *kaufen* causes ambiguity.	Some ambiguity. There is no clear indication that the candidate wants to buy tickets.
0	**Karten.**	**Film sehen.**
	No rewardable communication. No detail of the request is given.	No rewardable communication. There is no mention of buying tickets or for how many people.

Prompt 2: Say what type of film you want to see.

Question: Was für einen Film möchten Sie sehen ?

Mark	Descriptor	
2	**Ich möchte den James Bond Film sehen.**	**Ich sehen will eine Komödie.**
	The type of film is fully communicated.	Despite the incorrect word order, the type of film is fully communicated.
1	**Lustig.**	**Er will Komödie sehen.**
	The response is ambiguous. It is not immediately clear that *lustig* refers to the type of film. Also, it is a one-word answer.	Response partially communicated. The use of the wrong person (third person singular) delays communication.
0	**Heute Nachmittag.**	**Toll.**
	No rewardable communication, the type of film is not communicated.	No rewardable communication. The candidate has given an opinion but has said nothing about the type of film they would like to see.

Prompt 3: Say at what time you want to see the film.

Question: Um wieviel Uhr möchten Sie den Film sehen?

Mark	Descriptor	
2	**Um acht Uhr.**	**Um acht dreißig Uhr.**
	The response is fully communicated.	Despite the incorrect structure, the response is fully communicated.
1	**Wieviel um acht Uhr.**	**Heute Abend.**
	Response partially communicated. A time is given but clarity is marred by the repetition of part of the question, which is not correct as part of the response.	Some ambiguity. A time period is given but not a specific time. This allows partial communication, but there is lack of clarity.
0	**Halb Uhr.**	**Viertel.**
	No rewardable communication. No clear time has been stated.	No rewardable communication.

Prompt 4: **Say how you want to pay.**

Question: **Wie möchten Sie bezahlen?**

Mark	Descriptor	
2	**Ich möchte mit Karte zahlen.**	**Ich habe Euros hier.**
	The response is fully communicated.	The response is fully communicated.
1	**Wie zahlen mit Karte.**	**Ich habe Geld.**
	Some ambiguity. The use of the question word *wie* makes the answer somewhat ambiguous.	Some ambiguity. The candidate does not state clearly how they intend to pay.
0	**Kann ich zahlen ?**	**Für zwei Personen.**
	No rewardable communication. The candidate has merely asked another question.	No rewardable communication. The candidate has not answered the question.

Prompt 5: **Ask a question about food/drinks at the cinema.**

Question: **Haben Sie eine Frage ?**

Mark	Descriptor	
2	**Gibt es Getränke im Kino ?**	**Wo kann ich Wasser kaufen hier ?**
	The candidate has asked a clear question about drinks at the cinema.	Despite inaccuracies in the word order, the candidate's question is appropriate and fully communicated.
1	**Essen wo ?**	**Ich möchte trinken bitte ?**
	Response is partially communicated as the verb *essen* in combination with a question word has been used, but the exact nature of the enquiry is not clear.	Some ambiguity because of the wording of the question.
0	**Sie mag Getränke.**	**Geöffnet ?**
	No rewardable communication. The nature of the enquiry about the drinks is not clear and the candidate's utterance is not phrased as a question.	No rewardable communication. Though the candidate asks a question, it is not clear what they are asking about.

Assessment criteria for the Foundation tier – Task 3

Picture task – Foundation tier (28 marks)

Part 1 – Picture description task (8 marks)

For this task, students are required to describe a picture. There are two mark grids to be applied to this task:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Examiners **must** use the *Additional guidance*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus	
Mark	**Descriptor**
4	• Two or more bullet points addressed. • Ideas are generally developed, to describe different, relevant aspects of the picture. • Response is generally comprehensible; some messages may be unclear.
3	• Two or more bullet points addressed. • Some development of ideas to describe different, relevant aspects of the picture. • Response is comprehensible in some parts; the message may occasionally break down.
2	• One or more bullet point(s) addressed. • Occasional, brief development of ideas to describe different, relevant aspects of the picture. • Some parts of the response are comprehensible; the message sometimes breaks down.
1	• One or more bullet point(s) addressed. • Little or no development of ideas to describe different, relevant aspects of the picture. • Limited parts of the response are comprehensible; the message often breaks down.
0	No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
4	• Some variety of vocabulary and grammatical structures. • Generally accurate use of language; some minor errors, there may be an occasional major error.
3	• Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some of them major.
2	• Limited variety of vocabulary and grammatical structures. • Limited accuracy in the language; frequent errors both major and minor.
1	• Minimal variety of vocabulary and grammatical structures; likely to use individual words and/or phrases in isolation. • Minimal accuracy in the language; errors throughout, most of them major.
0	No rewardable material.

Part 2 – compulsory questions relating to the picture (4 marks)

Students will answer two short questions related to the picture. The mark grid is applied once to each response. There is a maximum of 2 marks for each answer. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Part 3 – conversation (16 marks)

For this task, students will take part in a short conversation. There are two mark grids to be applied to this task:

- AO1: response to spoken language
- AO3: linguistic knowledge and accuracy.

Examiners **must** use the *Additional guidance*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO1: Response to spoken language			AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**		**Mark**	**Descriptor**
10–12	• Gives some relevant responses to questions. • Develops ideas with some extended sequences of speech. • Response is generally comprehensible; some messages may be unclear.		4	• Some variety of vocabulary and grammatical structures, occasional use of complex language. • Generally successful use of three timeframes. • Generally accurate use of language; some minor errors, there may be an occasional major error.
7–9	• Gives occasional relevant responses to questions. • Develops ideas with occasionally extended sequences of speech. • Response is comprehensible in some parts; the message may occasionally break down.		3	• Occasional variety of vocabulary and straightforward grammatical structures. • Some successful use of at least two timeframes, occasional slip in more complex constructions. • Some clear and accurate use of language; some major and minor errors.
4–6	• Gives limited relevant responses to questions; there may be times when the speaker is unable to respond. • Development of ideas is limited; brief responses which the speaker may not be able to sustain. • Limited parts of the response are comprehensible; the message sometimes breaks down.		2	• Limited variety of vocabulary and straightforward grammatical structures, likely to be repetitive. • Limited success with timeframes. • Limited accuracy with language; many major and minor errors.
1–3	• Gives minimal relevant responses to questions; often not able to respond/relies on rehearsed language that is irrelevant to the question. • Little or no development of ideas; very brief responses, which the speaker can often not sustain. • Isolated parts of the response are comprehensible; the message frequently breaks down.		1	• Minimal variety of vocabulary, likely to use individual words and/or phrases in isolation. • Minimal success with timeframes. • Minimal accuracy in the language; errors throughout, both major and minor.
0	No rewardable material.		0	No rewardable material.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 45 minutes, which includes 5 minutes' reading time

Paper reference **1GN1/2F**

German

PAPER 2: Listening and understanding in German

Foundation Tier

Transcript

Do not return this Booklet with the question paper.

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SECTION A

Listening comprehension

Love for music

Question 1

F2: **Jonas**

M1: Ich höre sehr gern klassische Musik.

F2: **Lukas**

M2: Ich spiele oft Musik in meinem Zimmer.

F2: **Sofie**

F1: Ich spiele am Dienstag mit meiner Band.

Weekend plans

Question 2

F1: Nächsten Samstag wollen wir zum Freizeitpark gehen, und am Nachmittag besuchen wir das Schloss in Köln. Am Abend sind wir im Kino.

School life

Question 3

M2: Ich mag fast alle Fächer in der Schule, aber Geschichte ist mir viel zu schwierig, besonders die Hausaufgaben. Mathe ist ziemlich praktisch für meine Zukunft. Meine Freundin Toni findet Kunst sehr einfach.

Shopping trip

Question 4

F2: Heute gehe ich mit meinem Freund einkaufen. Im Einkaufszentrum will ich eine rote Hose anprobieren. Ich finde Mode wichtig. Ich suche immer modische Kleidung. Ich gehe gern in die Geschäfte.

Favourite sport

Question 5

F2: Mein Lieblingssport ist Radfahren. Es macht Spaß und ist billig. Letzten Mittwoch bin ich dreißig Kilometer mit meiner Freundin gefahren. Ich bin gern auf dem Land. Ich mag den Strand und große Städte nicht.

Visiting family

Question 6

F1: Was hast du gestern gemacht?

M1: Ich habe meine Tante besucht. Sie wohnt im Dorf, ich besuche sie jeden Donnerstag.

F1: Warum seid ihr so oft zusammen?

M1: Sie ist so lustig. Sie lacht viel. Der Fluss in der Gegend ist sehr schön. Wir gehen oft dort spazieren.

Holiday destination

Question 7

M2: Für viele Touristen sind große Städte, zum Beispiel Berlin oder München, zu laut und die Küste zu kalt. Sie können einfach ein Zimmer in unserem ruhigen Berghotel reservieren! Hier finden Sie keinen Strand, aber man kann mit der Familie wandern gehen!

Using technology

Question 8

F1: Ich habe eine neue Spielkonsole. Ich habe sie in einem lokalen Geschäft gekauft. Ich gehe nicht gern zum Einkaufszentrum und ich kaufe nichts online. Meine Schwester spielt auch, wir teilen die Spielkonsole am Wochenende. Ich spiele Videospiele nach der Schule mit meinen Freundinnen. Das macht Spaß. Ich benutze soziale Netzwerke und chatte oder streame Filme mit meinem Freund. Ich höre lieber Musik allein. Meine Eltern interessieren sich nur für langweilige Sendungen. Ich sehe nie fern.

A good friend

Question 9

F1: Ich habe Johanna in der Schule kennengelernt. Jeden Sonntag spielen wir Rollstuhltennis zusammen. Das ist unser Lieblingssport. Wir waren letztes Jahr auf einer tollen Klassenfahrt in Wien. Wir haben viele wunderbare Konzerte und schöne Museen besucht. Johanna hat schon ihren Beruf gewählt. In der Zukunft will sie als Polizistin arbeiten.

Feeling good

Question 10

F1: Felix?

M2: Ich finde den Unterricht einfach, aber Prüfungen sind für mich schwierig. Letzte Woche habe ich aber mit meiner Lehrerin gesprochen und es geht mir jetzt besser.

F1: Katharina?

F2: Ich bin nicht gern allein, aber wenn meine Schwester zu Hause ist, bin ich viel glücklicher.

F1: Yusuf?

M1: Weil ich Fußball in meiner Mannschaft spiele, sehe ich die anderen Spieler oft. Aber sie sind auf einer anderen Schule.

Grandparents

Question 11(a)

M1: Mohammed?

M2: Mein Großvater Helmut hat beruflich in Musicals im Theater gesungen. Er hat viele berühmte Leute kennengelernt. Er hat viele Fotos in einem Buch. Meine Schwester und ich finden seine Geschichten fantastisch.

Question 11(b)

M1: Yasmin?

F1: Ich lese gern Bücher bei meiner Großmutter. Sie arbeitet in einer Schule. Ich mag es nicht, wenn ich dann nach Hause gehe.

M1: Paula?

F2: Ich koche gern das Mittagessen bei meinem Großvater. Er isst täglich gesund. Aber seinen Hund mag ich nicht. Er kommt immer in die Küche. Das finde ich nicht so schön.

SECTION B

Dictation

Instructions

- You will listen to six short sentences.
- For sentences 1 to 3, you must write down the missing words you hear in the gaps provided.
- For each gap you must write one word in German.
- For sentences 4, 5 and 6, you must write down, in German, the whole sentence you hear in the spaces provided.
- For each sentence there will be four or five words.
- The number of each sentence will be announced.
- You will hear each sentence three times.

Question 12

You are going to hear someone talking to a waiter in a restaurant.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided. In each gap you will write one word **in German**.

Example: Dieses Restaurant soll gut sein.

1 Ich möchte hier essen.

2 Was kostet die Suppe*?

3 Ich will heute den Spargel*.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in German**.

Example: Ich empfehle den Fisch.

4 Das Gemüse ist gesund.

5 Ich mag den Käse nicht.

6 Ich finde den Fisch billig.

* Non-vocabulary list words

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Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 45 minutes, which includes 5 minutes' reading time

Paper reference **1GN1/2F**

German

PAPER 2: Listening and understanding in German

Foundation Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- All questions in Section A (Listening comprehension) are set in English and must be answered in English.
- The task in Section B (Dictation) is set in German.
- Answer the questions in the spaces provided – *there may be more space than you need*.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question*.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Use the third play of the recording and/or the additional time given at the end of each extract to check your answer.

Turn over ▶

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Instructions

Section A: Listening comprehension

- You will hear each extract three times. Each extract will end with one, two or three beeps. There will be a pause between each question.
- You may write at any time during the test.

Section B: Dictation

- You will write in German what you hear in the spaces provided.
- The number of each sentence will be announced.
- You will hear each sentence three times. You may write at any time during the test. There will be a pause between each question.
- You will have 2 minutes to check your answers at the end of this section.

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

Listening comprehension

Love for music

1 Jonas, Lukas and Sofie are talking about music.

What do they say?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

(a) Jonas likes listening to …

(1)

☒	**A** pop music.
☒	**B** classical music.
☒	**C** rock music.

(b) Lukas plays music …

(1)

☒	**A** in a club.
☒	**B** at school.
☒	**C** in his room.

(c) Sofie plays with her band on …

(1)

☒	**A** Mondays.
☒	**B** Tuesdays.
☒	**C** Wednesdays.

(Total for Question 1 = 3 marks)

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Weekend plans

2 Samira is talking about her plans.

Which places does she mention?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

☒	**A** theme park
☒	**B** museum
☒	**C** castle
☒	**D** concert
☒	**E** stadium
☒	**F** cinema

(Total for Question 2 = 3 marks)

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School life

3 Paul is talking about school subjects.

What does he say?

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

sport	science	history	
easy	boring	practical	impossible

(a) Paul thinks ..... is too difficult.

(1)

(b) In his opinion, maths is ..... .

(1)

(c) His friend Toni finds art ..... .

(1)

(Total for Question 3 = 3 marks)

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Shopping trip

4 Jana is talking about a shopping trip.

What does she mention?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

☒	**A** market
☒	**B** shopping centre
☒	**C** price
☒	**D** trousers
☒	**E** shirt
☒	**F** fashion

(Total for Question 4 = 3 marks)

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Favourite sport

5 Leonie is on the radio.

What does she say?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

(a) Leonie's favourite sport is …

(1)

☒	**A** football.
☒	**B** cycling.
☒	**C** swimming.

(b) This sport is …

(1)

☒	**A** popular.
☒	**B** cheap.
☒	**C** safe.

(c) Last Wednesday, she did this sport with her …

(1)

☒	**A** girlfriend.
☒	**B** step-mother.
☒	**C** aunt.

(d) She likes being …

(1)

☒	**A** in big towns.
☒	**B** at the beach.
☒	**C** in the countryside.

(Total for Question 5 = 4 marks)

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Visiting family

6 Julian is talking about a family member.

What does he say?

Listen to the recording and complete the following tables **in English**. You do not need to write in full sentences.

(a)

Person he visited yesterday
.....

(1)

(b)

What this person is like (1 detail)
.....

(1)

(c)

Where they go walking (1 detail)
.....

(1)

(Total for Question 6 = 3 marks)

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Holiday destination

7 Listen to an advert for a hotel.

What do you learn?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

(a) Many tourists find cities too …

(1)

☒	**A** dangerous.
☒	**B** expensive.
☒	**C** noisy.

(b) This hotel is …

(1)

☒	**A** in the mountains.
☒	**B** on the coast.
☒	**C** in a town.

(c) During your stay you could go …

(1)

☒	**A** swimming.
☒	**B** running.
☒	**C** hiking.

(Total for Question 7 = 3 marks)

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Using technology

8 Chris is talking about her use of technology.

What does she say?

Complete the gap in each sentence using a word or phrase from the box below. There are more words/phrases than gaps.

online	at the shopping centre		in a local shop
boyfriend	sister	parents	friends
uses social media	listens to music	watches tv	streams films

(a) Chris bought her new games console ..... .

(1)

(b) She shares it with her ..... at the weekend.

(1)

(c) After school, she plays video games with her ..... .

(1)

(d) She ..... on her own.

(1)

(e) She never ..... .

(1)

(Total for Question 8 = 5 marks)

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A good friend

9 Lena is talking about her friendship with Johanna in an interview.

What does she mention?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

☒	**A** school work
☒	**B** sport
☒	**C** school trip
☒	**D** park
☒	**E** tourist office
☒	**F** future career

(Total for Question 9 = 3 marks)

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Feeling good

10 Felix, Katharina and Yusuf are talking in a podcast.

What do they say?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

(a) Felix finds lessons …

(1)

☒	**A** interesting.
☒	**B** enjoyable.
☒	**C** easy.

(b) Felix's teacher …

(1)

☒	**A** makes exams difficult.
☒	**B** has been ill.
☒	**C** made him feel better.

(c) Katharina's sister …

(1)

☒	**A** is often alone.
☒	**B** makes her happy.
☒	**C** is never at home.

(d) Yusuf's football team players are …

(1)

☒	**A** in another school.
☒	**B** always there for him.
☒	**C** better than him.

(Total for Question 10 = 4 marks)

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Grandparents

11 (a) Mohammed is talking about his grandfather.

What does he say?

Listen to the recording and answer the following questions **in English**. You do not need to write in full sentences.

(i) What did his grandfather do for a living?

(1)

.....

(ii) What does Mohammed think of his grandfather's stories?

(1)

.....

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(b) Yasmin and Paula are talking about their grandparents.

What do they like and dislike about visiting them?

Listen to the recording and complete the tables **in English**. You do not need to write in full sentences.

(i) Yasmin …

likes …	.....	**(1)**
dislikes …	.....	**(1)**

(ii) Paula …

likes …	.....	**(1)**
dislikes … (1 detail)	.....	**(1)**

(Total for Question 11 = 6 marks)

TOTAL FOR SECTION A = 40 MARKS

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SECTION B

Dictation

12 You are going to hear someone talking to a waiter in a restaurant.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided. In each gap, you will write one word **in German**.

Example: Dieses Restaurant soll

gut sein .

1. Ich ..... hier ..... .

2. Was ..... die ..... .

3. Ich will ..... den ..... .

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in German**.

Example: Ich empfehle den Fisch .

4 .....

.....

5 .....

.....

6 .....

.....

(Total for Question 12 = 10 marks)

TOTAL FOR SECTION B = 10 MARKS
TOTAL FOR PAPER = 50 MARKS

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GCSE German Listening Foundation tier

Paper 2 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the German script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied a German word or name.

SECTION A: LISTENING COMPREHENSION

Question number	Answer	Mark
1(a)	B	(1)

Question number	Answer	Mark
1(b)	C	(1)

Question number	Answer	Mark
1(c)	B	(1)

Question number	Answer	Mark
2	A, C, F	(3)

Question number	Answer	Mark
3(a)	history	(1)

Question number	Answer	Mark
3(b)	practical	(1)

Question number	Answer	Mark
3(c)	easy	(1)

Question number	Answer	Mark
4	B, D, F	(3)

Question number	Answer	Mark
5(a)	B	(1)

Question number	Answer	Mark
5(b)	B	(1)

Question number	Answer	Mark
5(c)	A	(1)

Question number	Answer	Mark
5(d)	C	(1)

Question number	Answer	Reject	Mark
6(a)	(his) aunt		(1)

Question number	Answer	Reject	Mark
6(b)	**EITHER** (she is) funny **OR** (she) laughs (a lot)		(1)

Question number	Answer	Reject	Mark
6(c)	**EITHER** by/along the river **OR** in the area		(1)

Question number	Answer	Mark
7(a)	C	(1)

Question number	Answer	Mark
7(b)	A	(1)

Question number	Answer	Mark
7(c)	C	(1)

Question number	Answer	Mark
8(a)	in a local shop	(1)

Question number	Answer	Mark
8(b)	sister	(1)

Question number	Answer	Mark
8(c)	friends	(1)

Question number	Answer	Mark
8(d)	listens to music	(1)

Question number	Answer	Mark
8(e)	watches TV	(1)

Question number	Answer	Mark
9	B, C, F	**(3)**

Question number	Answer	Mark
10(a)	C	**(1)**

Question number	Answer	Mark
10(b)	C	**(1)**

Question number	Answer	Mark
10(c)	B	**(1)**

Question number	Answer	Mark
10(d)	A	**(1)**

Question number	Answer	Reject	Mark
11(a)(i)	(he was a) singer/(he) sang (in musicals/in a theatre)		**(1)**

Question number	Answer	Reject	Mark
11(a)(ii)	(his stories/they are) great/fantastic		**(1)**

Question number	Answer	Reject	Mark
11(b)(i)	**likes ...** reading (books)		**(1)**
	dislikes … going (back) home		**(1)**

Question number	Answer	Reject	Mark
11(b)(ii)	**likes ...** cooking (lunch)		**(1)**
	dislikes … (her grandfather's/the) dog		**(1)**

Assessment criteria for Section B: Dictation

SECTION B: DICTATION

Students will listen to a series of short extracts and will transcribe what they hear into German. Students will be rewarded for each individual word spelled appropriately and which demonstrates knowledge and understanding of Sound Symbol Correspondences (SSCs). The number of rewardable words will then be given a mark on a sliding scale of 1 to 10 as shown in the grid below.

Mark	Number of rewardable words
10	19-20
9	17-18
8	15-16
7	13-14
6	11-12
5	9-10
4	7-8
3	5-6
2	3-4
1	1-2
0	0

NB: Non-capitalisation of nouns will not be penalised as it does not affect the assessment of Sound Symbol Correspondence.

Rewardable words encompass the following categories:

1. Words spelled exactly as in the transcript (NB: words in brackets are part of the rubric and are not part of the test):

    1. (Ich) möchte (hier) essen.
    2. (Was) kostet (die) Suppe*?
    3. (Ich will) heute (den) Spargel*.
    4. Das Gemüse ist gesund.
    5. Ich mag den Käse nicht.
    6. Ich finde den Fisch billig.

2. In acknowledgement that some SSCs have the same sound but different spellings, any spellings that do not change the pronunciation of the word and where the word is still recognisable, are rewarded. Examples of **sound spellings** that will be rewarded:

    - same sound but different spelling: *sint* instead of *sind*; *gesunt* instead of *gesund*
    - double consonants: *Sparggel* instead of *Spargel*; *mitt* instead of *mit*

* Non-vocabulary list words

Non-rewardable spellings encompass the following categories:

3. Mis-spellings due to incorrect application of SSCs, even if the word looks recognisable, e.g. *Kase* instead of *Käse; schon* instead of *schön*. If in doubt, examiners should read the words the students have written back out loud to themselves, using the correct SSC for the written symbols, to ensure that the spelling produces the correct sound.

4. Mis-spellings which are written phonetically, and which may contain appropriate SSCs, but which are so inaccurate that the words are unrecognisable if seen on their own in isolation, outside the context of the sentence, e.g. *Kese* (*Käse*) outside the sentence *Ich mag den Käse nicht; seh* in the sentence *Ich gehe am See spazieren*. If in doubt, examiners should write the word out separately and ask themselves if they would understand the word if written in isolation.

Exemplification of mark scheme

Key to the script used in example student answers:

Category 1 (rewardable): words spelled exactly as in the transcript (no bold, strikethrough or italics)

Category 2 (rewardable): recognisable words with SSCs that have the same sound but different spellings (***bold and italics***)

Category 3 (non-rewardable): words with mis-spellings due to incorrect application of SSC (~~*italics and strikethrough*~~)

Category 4 (non-rewardable): words written phonetically but which are not recognisable out of context (~~strikethrough)~~

(Words in brackets are part of the rubric and are not part of the test)

Example student answer	Number of rewardable words in all categories	Rewardable Category 1 (words written exactly as in the transcript)	Rewardable Category 2 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 3 (words with mis-spellings due to incorrect application of SSC)	Non-rewardable Category 4 (words written phonetically but which are not recognisable out of context)
Example 1	**Total: 17/20**				
(Ich) möchte (hier) essen.	**2**	möchte essen			
(Was) kostet (die) Suppe?	**2**	kostet Suppe			
(Ich will) ~~*huete*~~ (den) ~~*Schpargel*~~.	**0**			~~*huete*~~ ~~*Schpargel*~~	
Dass Gemüse ist ~~*zehr*~~ gesund.	**4**	Gemüse ist gesund	***Dass***	~~*zehr*~~	
Ich mag ~~*dem*~~ Käse nicht.	**4**	Ich mag Käse nicht		~~*dem*~~	
Ich finde den Fisch billig.	**5**	Ich finde den Fisch billig			

Example student answer	Number of rewardable words in all categories	Rewardable Category 1 (words written exactly as in the transcript)	Rewardable Category 2 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 3 (words with mis-spellings due to incorrect application of SSC)	Non-rewardable Category 4 (words written phonetically but which are not recognisable out of context)
Example 2	**Total: 13/20**				
(Ich) ~~*mochte*~~ (hier) essen.	1	essen		~~*mochte*~~	
(Was) kostet (die) ~~*Supper*~~?	1	kostet		~~*Supper*~~	
(Ich will) ~~hoyte~~ (den) ***Sparggel***.	1		***Sparggel***		~~hoyte~~
Dass gemüse ist ~~*ser*~~ ~~*gesonnt*~~.	3	gemüse ist	***Dass***	~~*ser**~~ ~~*gesonnt*~~	
Ich mag den ~~*Kese*~~ ~~*nichts*~~.	3	Ich mag den		~~*Kese*~~ ~~*nichts*~~	
Ich ~~*find*~~ den ***Fish*** billig.	4	Ich den billig	***Fish***	~~*find*~~	

Example student answer	Number of rewardable words in all categories	Rewardable Category 1 (words written exactly as in the transcript)	Rewardable Category 2 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 3 (words with mis-spellings due to incorrect application of SSC)	Non-rewardable Category 4 (words written phonetically but which are not recognisable out of context)
Example 3	**Total: 7/20**				
(Ich) ~~*mochte*~~ (hier) ~~*esse*~~.	**0**			~~*mochte*~~ ~~*esse*~~	
(Was) ***costet*** (die) ~~*Zuppe*~~?	**1**		***costet***	~~*Zuppe*~~	
(Ich will) ~~*hoite*~~ (den) ~~*Spagel*~~.	**0**			~~*hoite*~~ ~~*Spagel*~~	
Das Gemüse ~~*is*~~ ~~*zehr gezunt*~~.	**2**	Das Gemüse		~~*is*~~ ~~*zehr*~~ ~~*gezunt*~~	
Ich ~~*mach dem*~~ ~~*Kaiser*~~ nicht.	**2**	Ich nicht		~~*mach*~~ ~~*dem*~~ ~~*Kaiser*~~	
Ich ~~*finned*~~ ~~*denn*~~ ***Fish*** ~~*biliche*~~.	**2**	Ich	***Fish***	~~*finned*~~ ~~*denn*~~ ~~*biliche*~~	

* It is possible for some words to fall into two categories. For example ‘ser’ could have also fallen into category 4.

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Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 45 minutes

Paper reference **1GN1/3F**

German

PAPER 3: Reading and understanding in German

Foundation Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- All questions in Section A (Reading comprehension) are set in English and must be answered in English.
- The question in Section B is a translation task set in German and must be answered in English.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
  – *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ▶

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Pearson

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

Reading comprehension

Shopping

1 Read these opinions from a magazine.

Marie: Ich finde Einkaufen langweilig. Einkaufen online ist direkt und leicht – immer besser für mich!

Paul: Ich gehe gern mit meiner Freundin ins Einkaufszentrum. Es ist groß und ziemlich modern!

Sofie: Jeden Samstag gehe ich in die lokalen Geschäfte. Ich kaufe oft Kleidung, zum Beispiel ein schönes T-Shirt oder eine modische neue Hose.

Who says what? Choose the correct answers.

Put a cross ☒ in the correct column for each question.

	Who …	**Marie**	**Paul**	**Sofie**	
(a)	… goes to the shopping centre?	☒	☒	☒	**(1)**
(b)	… prefers shopping online?	☒	☒	☒	**(1)**
(c)	… shops on Saturdays?	☒	☒	☒	**(1)**
(d)	… goes to the local shops?	☒	☒	☒	**(1)**
(e)	… finds shopping boring?	☒	☒	☒	**(1)**
(f)	… often buys clothes?	☒	☒	☒	**(1)**

(Total for Question 1 = 6 marks)

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School open day

2 Read the announcement.

Am Montag ist unsere Schule offen. Sie können von neun Uhr morgens bis zwölf Uhr kommen.

Sie werden das Schwimmbad und unser Theater sehen. Wir finden Mathematik und Sprachen sehr wichtig.

Sie können eine Klassenlehrerin kennenlernen und mit einigen Schülerinnen sprechen.

Put a cross ☒ in each one of the **three** correct boxes.

Visitors can …

☒	**A** come on Tuesdays.
☒	**B** come from nine o'clock.
☒	**C** see the swimming pool.
☒	**D** see a performance.
☒	**E** learn a language.
☒	**F** talk to pupils.

(Total for Question 2 = 3 marks)

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Noah's family

3 Read Noah's description of his family for his homework.

> Meine Familie ist klein, aber nett. Ich lebe mit meiner Großmutter und meiner Schwester in einer lauten Stadt.
>
> Am Abend kochen wir. Meine Großmutter arbeitet. Ich lese gern, und meine Schwester hat eine App für ***Schach***, ihr Lieblingsspiel. Wir sehen nie fern.

(a) Complete the sentences below.

Put a cross ☒ in the correct box for each question.

(i) Noah's family is …

(1)

☒	**A** big.
☒	**B** noisy.
☒	**C** nice.

(ii) In the evening they all …

(1)

☒	**A** cook.
☒	**B** watch TV.
☒	**C** read.

(b) Which of these is the best translation for the word ***Schach***?

Put a cross ☒ in the correct box.

(1)

☒	**A** recipe
☒	**B** chess
☒	**C** drawing

(Total for Question 3 = 3 marks)

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Technology

4 Read these blog entries from Lea and Malik.

Complete the following tables **in English**. You do not need to write in full sentences.

Lea: Ich bin für Technologie – es ist praktisch und schnell, aber Passwörter vergisst man leicht. Ich schicke Nachrichten und ich streame oft Rockmusik. Wenn ich nicht online bin, ist mein Leben sehr uninteressant.

(a) Lea

One reason she likes technology	.....	**(1)**
One thing she does online	.....	**(1)**

Malik: Ich finde das Internet sehr gut. Es hilft bei den Hausaufgaben. Mit dem Internet kann ich viel einfacher Informationen suchen, aber besonders schlecht ist, dass die Informationen manchmal falsch sind. Deswegen lese ich nur Webseiten, wenn ich sie kenne.

(b) Malik

One thing he uses the Internet for	.....	**(1)**
One bad thing about the Internet	.....	**(1)**

(Total for Question 4 = 4 marks)

Transport Survey

5 Read the survey results from a business in Leipzig, a city in Germany.

Wie kommen Sie ins Büro?

Viele Arbeiter nehmen den Zug, weil das so leicht und sehr bequem ist.

Eine neue Kollegin kommt mit dem Auto zur Arbeit. Es ist einfacher und auch billiger als mit der Bahn.

Zwanzig Prozent fahren jeden Tag mit dem Rad zur Arbeit, und das ist natürlich viel besser für die Umwelt als Autos oder Taxis.

Put a cross ☒ in each one of the **three** correct boxes.

The survey says …

☒	**A** train travel is easy.
☒	**B** the train is uncomfortable.
☒	**C** one colleague comes by car.
☒	**D** cycling is better for the environment.
☒	**E** twenty percent of workers travel by car.
☒	**F** taxis are expensive.

(Total for Question 5 = 3 marks)

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My town

6 Read Felix's letter about his town.

Guten Tag!

Meine Stadt ist historisch und beliebt. Es gibt ein altes Schloss, aber kein Museum. Nach der Schule können wir im Park Fußball spielen, und im Sommer schwimmen wir oft im See.

Als Kind habe ich diesen See sehr langweilig gefunden, aber jetzt finde ich ihn ruhig und schön.

Im Juli liebe ich natürlich Wassersport. Es ist immer spannend und im Sommer ist es warm.

Gibt es auch in deiner Stadt viele Aktivitäten?

Dein Felix.

Complete the gap in each sentence using a word or phrase from the box below. There are more words/phrases than gaps.

castle	museum	sports centre	
boring	cold	peaceful	exciting

(a) In Felix's town there is a ..... .

(1)

(b) Felix used to find the lake ..... .

(1)

(c) Felix finds water sports ..... .

(1)

(Total for Question 6 = 3 marks)

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Theatre shows

7 Read the extract from a theatre brochure.

Wir zeigen viele Theaterstücke, die für junge Leute interessant sind.

Unsere Helfer organisieren jeden Mittwoch Workshops für Jugendliche, die Hörprobleme haben. Im Sommer beginnen wir einen Ferienkurs für Kinder, die nicht gut sehen. Es gibt keine Treppen, zwei Türen und große Plätze für Menschen mit **Kinderwagen*** oder Rollstühlen.

Wenn die Vorstellung beginnt, lachen und rufen die Kinder manchmal, denn die Musik ist lustig. Sie dürfen aber nicht aufstehen!

Für alle Schulgruppen gibt es eine ***Ermäßigung***. Sie zahlen nur den halben Preis. Die Karten für Lehrer sind auch billiger.

*****_Kinderwagen_ – pram or pushchair

(a) Complete the sentences below.

Put a cross ☒ in the correct box for each question.

(i) The theatre shows are for …

(1)

☒	**A** young people.
☒	**B** adults.
☒	**C** teachers.

(ii) The Wednesday workshops are for people who …

(1)

☒	**A** do not see well.
☒	**B** do not hear well.
☒	**C** use wheelchairs.

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(iii) In the theatre there are …

(1)

☒	**A** big doors.
☒	**B** some staircases.
☒	**C** large spaces.

(iv) During performances, you are not allowed to …

(1)

☒	**A** shout.
☒	**B** laugh.
☒	**C** stand up.

(b) Which of these is the best translation for the word ***Ermäßigung***?

Put a cross ☒ in the correct box.

(1)

☒	**A** discount
☒	**B** brochure
☒	**C** souvenir

(Total for Question 7 = 5 marks)

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Mum's birthday

8 Elias sends a message to his friend.

Heute will ich zum Supermarkt fahren. Ich möchte auch ein Geschenk kaufen, weil meine Mutter nächste Woche Geburtstag hat. Sie wird fünfzig und wir müssen eine Party haben.

Leider kann meine Schwester nicht zur Party kommen, aber sie wird anrufen. Meine Mama wird Spaß haben und sehr glücklich sein, hoffe ich.

(a) Complete the gap in each sentence using a word from the box below. There are more words than gaps.

celebrate	walk	shop	call
happy	hopeful	important	

(i) Today Elias plans to ..... .

(1)

(ii) Elias' sister will ..... .

(1)

(iii) Elias wants his mother to feel ..... .

(1)

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Elias' message continues.

Am Tag der Party gehen wir als Familie spazieren. Ich werde auch ein Essen kochen. Es wird Fleisch geben – obwohl mein zehnjähriger Bruder Vegetarier ist. Normalerweise isst er nur Brot. Den leckeren Kuchen kann er aber probieren. Ich habe ihn gestern bestellt.

(b) Complete the sentences below.

Put a cross ☒ in the correct box for each question.

(i) On the day of the party the family will …

(1)

☒	**A** go to a restaurant.
☒	**B** go for a walk.
☒	**C** stay at home.

(ii) Elias will make …

(1)

☒	**A** a cake.
☒	**B** bread.
☒	**C** a meal.

(c) Answer the following questions **in English**. You do not need to write in full sentences.

(i) What do we learn about the brother's eating habits? (1 detail)

(1)

.....

(ii) What did Elias do yesterday?

(1)

.....

(Total for Question 8 = 7 marks)

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Living in the countryside

9 Read these opinions from a social media discussion.

> **Arda:** Ich finde das Leben auf dem Land sehr gesund. Ich steige gern auf die Berge in der Gegend. Leider ist das WLAN hier schlecht. Ich kann meine Fotos nur nicht oft im Internet teilen.
>
> **Yusuf:** Zum Frühstück essen wir jeden Tag frische Eier. Sie sind immer fantastisch. Aber hier gibt es nicht viele andere Jugendliche. Ich bin oft allein.
>
> **Anna:** Ich verbringe gern Zeit draußen in der Natur. Am Wochenende arbeite ich sehr gern mit meiner Familie in unserem kleinen Garten. Eine schlechte Sache ist, dass es im Winter oft zu neblig ist.

Write the information in the spaces provided **in English**. You do not need to write in full sentences.

(a) Arda

One thing she likes	.....	**(1)**
One thing she dislikes	.....	**(1)**

(b) Yusuf

One thing he likes	.....	**(1)**
One thing he dislikes	.....	**(1)**

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(c) Anna

One thing she likes	.....	**(1)**
One thing she dislikes	.....	**(1)**

(Total for Question 9 = 6 marks)

TOTAL FOR SECTION A = 40 MARKS

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SECTION B

Translation

An active life

10 Translate the following sentences **into English**.

(10)

(a) Ich bin sportlich.

.....

.....

(b) Ich gehe sonntags mit Papa laufen.

.....

.....

(c) Meine Freundin mag Fußball, aber ich finde Handball besser.

.....

.....

(d) Gestern haben wir zusammen im Sportzentrum gespielt.

.....

.....

(e) Wenn ich Tennis spiele, bin ich nicht mehr so gestresst.

.....

.....

(Total for Question 10 = 10 marks)

TOTAL FOR SECTION B = 10 MARKS
TOTAL FOR PAPER = 50 MARKS

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GCSE German Reading Foundation tier

Paper 3 Mark scheme

SECTION A: READING COMPREHENSION

Question number	Answer	Mark
1(a)	Paul	(1)

Question number	Answer	Mark
1(b)	Marie	(1)

Question number	Answer	Mark
1(c)	Sofie	(1)

Question number	Answer	Mark
1(d)	Sofie	(1)

Question number	Answer	Mark
1(e)	Marie	(1)

Question number	Answer	Mark
1(f)	Sofie	(1)

Question number	Answer	Mark
2	B, C, F	(3)

Question number	Answer	Mark
3(a)(i)	C	(1)

Question number	Answer	Mark
3(a)(ii)	A	(1)

Question number	Answer	Mark
3(b)	B	(1)

Question number	Answer	Reject	Mark
4(a)	**One reason she likes technology** **EITHER** (it's) convenient/practical **OR** (it's) quick/fast		**(1)**
	One thing she does online **EITHER** sends messages/news **OR** streams/downloads (rock) music		**(1)**

Question number	Answer	Reject	Mark
4(b)	**One thing he uses the Internet for** **EITHER** (helps with) homework **OR** get/find/search (for) information		**(1)**
	One bad thing about the Internet (the information is) sometimes incorrect/false/wrong		**(1)**

Question number	Answer	Mark
5	A, C, D	**(3)**

Question number	Answer	Mark
6(a)	castle	**(1)**

Question number	Answer	Mark
6(b)	boring	**(1)**

Question number	Answer	Mark
6(c)	exciting	**(1)**

Question number	Answer	Mark
7(a)(i)	A	**(1)**

Question number	Answer	Mark
7(a)(ii)	B	**(1)**

Question number	Answer	Mark
7(a)(iii)	C	**(1)**

Question number	Answer	Mark
7(a)(iv)	C	**(1)**

Question number	Answer	Mark
7(b)	A	(1)

Question number	Answer	Mark
8(a)(i)	shop	(1)

Question number	Answer	Mark
8(a)(ii)	call	(1)

Question number	Answer	Mark
8(a)(iii)	happy	(1)

Question number	Answer	Mark
8(b)(i)	B	(1)

Question number	Answer	Mark
8(b)(ii)	C	(1)

Question number	Answer	Reject	Mark
8(c)(i)	**EITHER** (he is a) vegetarian/doesn't eat meat **OR** (he) only eats bread		(1)

Question number	Answer	Reject	Mark
8(c)(ii)	ordered a cake		(1)

Question number	Answer	Reject	Mark
9(a)	**Likes** **EITHER** (it's) healthy **OR** climb(ing) the (many) mountains	sharing photos	(1)
	Dislikes **EITHER** (the) WiFi is poor/bad/slow **OR** (she) rarely gets to share photos (on the internet)		(1)

Question number	Answer	Reject	Mark
9(b)	**Likes** (eating/having) fresh/fantastic eggs (for breakfast/every day)	Isolated words: egg(s)	**(1)**
	Dislikes **EITHER** (there are) not many (young) people **OR** (he is) often alone		**(1)**

Question number	Answer	Reject	Mark
9(c)	**Likes** **EITHER** spend(ing) time outside/in nature **OR** work(ing) with family/in the garden/gardening	nice/good weather	**(1)**
	Dislikes (it's often too) foggy (in winter)	the garden is small	**(1)**

SECTION B: TRANSLATION INTO ENGLISH

Question 10

Mark	AO2: Response to stimulus
9–10	The meaning of the sentences is appropriately transferred. Any errors do not detract from the overall clarity of the message.
6–8	The meaning of the original language is mostly transferred appropriately. Occasional errors affect the clarity of the message, e.g. incorrect words, omitted words, inexact syntax.
3–5	The meaning of parts of the original language is appropriately transferred. Some errors prevent the message being conveyed, e.g. some use of incorrect words, omitted phrases, incorrect tenses.
1–2	Only isolated words or phrases are appropriately transferred. There are frequent errors and omissions in the translation that prevent the message being conveyed, e.g. frequent use of incorrect words, omitted phrases, incorrect tenses.
0	No rewardable communication.

The following example response gives an appropriate transference of meaning. Any alternative, appropriate wording will also be rewarded.

Question 10		Model response
(a)	Ich bin sportlich.	*I am sporty.*
(b)	Ich gehe sonntags mit Papa laufen.	*I go running on Sundays with Dad.*
(c)	Meine Freundin mag Fußball, aber ich finde Handball besser.	*My friend likes football, but I think handball is better.*
(d)	Gestern haben wir zusammen im Sportzentrum gespielt.	*Yesterday we played together at the sports centre.*
(e)	Wenn ich Tennis spiele, bin ich nicht mehr so gestresst.	*When I play tennis, I don't feel so stressed anymore.*

Exemplification of the mark scheme: Translation example responses

Example Response 1

(a) I am sporty.
(b) I run with Papa on Sundays.
(c) My friend likes football, but I think handball is better.
(d) Yesterday we played at the sports centre.
(e) When I play tennis, I am not so stressed anymore.

Total marks: 10 marks
The meaning of the original language is fully and appropriately transferred, despite using words which differ from the model response. For example, "*Papa*", which is a completely acceptable synonym for father, and the omission of the word '*together*' in (d). The latter is a difference which does not detract from the overall clarity of the message. The response therefore sits in the 9-10 mark band.

Example Response 2

(a) I am a sporty person.
(b) I go jogging with my father on Saturdays.
(c) My friend plays football, but I prefer handball.
(d) Yesterday we were together at the sports centre.
(e) When I play tennis, I feel so stressed.

Total marks: 5 marks
The meaning of most parts of the original language is appropriately transferred, but some errors prevent the message being conveyed (e.g., "*we were together*", "*I feel so stressed*"). There is also some use of incorrect words (e.g., "*Saturdays*"). For this reason, the best fit would be in the 3-5 mark band.

Example Response 3

(a) I like sports.
(b) Papa runs in summer.
(c) My friend likes football,... I found a handball.
(d) Tomorrow we will go to the sports centre.
(e) When I play tennis...

Total marks: 2 marks
Intermittent parts of the original language are appropriately transferred (e.g., "*My friend likes football*", "*sports centre", "When I play tennis"*), but frequent errors such as incorrect words and omitted phrases prevent the message being conveyed (e.g., "*Papa runs in the summer*", "*I found a*", and "*Tomorrow*"). For this reason, the response best sits in the 1-2 mark band.

Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 1 hour 15 minutes

Paper reference **1GN1/4F**

German

PAPER 4: Writing in German

Foundation Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer questions 1, 2, 3 and 4.
- In Questions 2 and 3, answer **either** option (a) **or** option (b).
- Answer the questions in the spaces provided
  – *there may be more space than you need.*
- Write your answers in full sentences
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
  – *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ▶

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1 Describe the photo. Write four short sentences **in German**.

(a)

(2)

(b)

(2)

(c)

(2)

(d)

(2)

(Total for Question 1 = 8 marks)

Choose either Question 2(a) or Question 2(b)

If you answer Question 2(a), put a cross in the box ☒ .

2 (a) Write about where you live for an online newspaper.

You **must** include the following points:

- what you do in your local area
- your opinion of the area
- where you will live in the future.

Write your answer **in German**. You should aim to write between 40 and 50 words.

(14)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

If you answer Question 2(b), put a cross in the box ☒ .

(b) Write about studying for an online newspaper.

You **must** include the following points:

- where you study now
- your opinion of school
- what your future study plans are.

Write your answer **in German**. You should aim to write between 40 and 50 words.

(14)

(Total for Question 2 = 14 marks)

DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA

Choose either Question 3(a) or Question 3(b)

If you answer Question 3(a), put a cross in the box ☒ .

3 (a) Write to someone you know about films.

You **must** include the following points:

- what kind of films you like
- your opinion of a film you like with reasons
- the last time you saw a film
- who you will next watch a film with.

Write your answer **in German**. You should aim to write between 80 and 90 words.

(18)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

If you answer Question 3(b), put a cross in the box ☒ .

(b) Write to someone you know about friends at school.

You **must** include the following points:

- what you like to do with friends
- your opinion of a friend with reasons
- what you did with friends last week
- what you will do with friends after exams.

Write your answer **in German**. You should aim to write between 80 and 90 words.

(18)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 3 = 18 marks)

4 Translate the following five sentences **into German**.

(10)

(a) Germany is very beautiful.

(b) There are many tourists there.

(c) We often go on holiday in the summer.

(d) I always buy gifts for my friends and family.

(e) Last year I saw a big castle and a museum.

(Total for Question 4 = 10 marks)

TOTAL FOR PAPER = 50 MARKS

DO NOT WRITE IN THIS AREA

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GCSE German Writing Foundation tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band. As an examiner you must be positive in your approach; look for opportunities to reward rather than penalise.

- When assigning a band, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band. You should then use the variability of the response to help decide the mark within the band. For example, if the response is predominantly band 3-4 with a small amount of band 5-6 material, it would be placed in band 3-4 but be awarded a mark of 4 at the top of the band because of the band 5-6 content.

- You must also use the *Additional guidance*, the *Exemplification of the mark scheme,* exemplification of live scripts issued at standardisation and your professional judgement to decide which band is most appropriate.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.

- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points. The number of bullet points in the band descriptor does not directly correlate to the number of marks in the band.

Additional guidance

Interaction between AO2 and AO3 marks (all questions)

- The response to stimulus mark (AO2) does not limit the mark for linguistic knowledge and accuracy (AO3), except where a student produces a response that is wholly irrelevant to the task set. In this circumstance, 0 marks for both (AO2) and (AO3) will be awarded.
- Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

Errors (AO3 grids: all questions)

A minor error - inaccurate but does not prevent meaning, i.e. the message may take time to understand but is still understood (see tables below).
A *major error -* inaccurate and prevents meaning, i.e. the message cannot be understood (see tables below).

Minor errors – inaccurate but do not prevent meaning	
Adjective agreement	Sie trägt ein **weiß** Hut. Der Himmel ist **blaues.**
Spelling (slight)	Ich gehe **swimmen**.
Gender	**Mein** Stadt ist klein.
Umlaut	Dieser Film **gefallt** mir. Ich trage ein **schones** Hemd. Wir sind nach Deutschland **gefähren**.
Contractions	Es gibt einen Park **im** meiner Gegend.
Word order (incorrect)	In Zukunft **ich werde studieren** in Deutschland. Ich wohne gern hier, **weil es ist** ruhig.
Mother-tongue interference	Meine Mutter ist **eine** Lehrer. Ich gehe **auf** Fuß zur Schule.
Wrong case	Wir gehen **in der** Stadt. Es gibt **einem** Supermarkt.
Relative pronouns	Ich habe einen Bruder, **die** jünger ist.
Constructions	Ich gehe in die Stadt **zu kaufen** eine Jacke. Ich habe **zu machen** meine Hausaufgaben.

Major errors – inaccurate and prevent meaning	
Incorrect verb formation	Wir **gehst** oft ins Kino. Wir **gegehen** heute **einkaufen**. Ich **wurde** ins Ausland **gefahren**
Spelling (misleading)	Ich möchte Mathe **studen.**
Tenses (incorrect)	**Morgen hat er** Musik **gehört**.
Vocabulary	Ich mag Eis und meine Freundin mag es **zu.** Ich **du** viel Sport.
Use of infinitive instead of conjugated verb	Yusuf **spielen** Fußball.
Mismatch of subject and possessive adjectives	Ich bewege **dich** im Park.
Mother-tongue interference	Wir **gern** Horrorfilme. Ich lese das **Papier**. Ich kaufe viel **books**.

NB: these are examples only and do not constitute a finite list. Some errors may fall into more than one category.

Glossary of terms (questions 2 and 3)

AO2 grids

Addressed *(Bullet points):* the mark grids for AO2 indicate the minimum number of bullet points in the task that must be addressed before a student may be placed in any particular band. A bullet point in a task will be considered addressed if there is evidence of a response to it. Before awarding a mark, examiners should consider coverage of the task bullet points alongside the other assessment criteria in the band, as a best fit in a lower band may be more appropriate. For example, a student who addresses all four task bullet points in question 3 may still be placed in the band below (8-10) if they do not meet the requirements in the 11-13 band for development of ideas and comprehensibility. See Example response 2 in Exemplification of mark schemes for an illustration of this. Candidates may address the task bullet points in any order.

Development refers to an additional clause or sentence that elaborates or provides additional detail to the response to a task bullet point. There is no requirement for equal development of the task bullet points.

Comprehensible relates to how easy it is to understand the main points and ideas of the response when read as a whole. Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

AO3 grids

Complex language includes features such as:

- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word order that is very different to English in form and/or function.

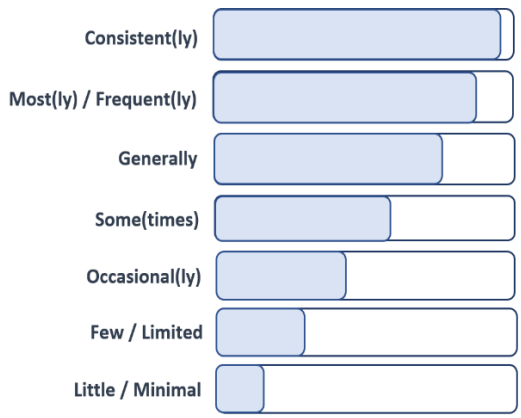
Variety refers to the range of vocabulary and grammatical structures listed in the specification for each tier. Any grammatical structures or vocabulary used which is outside of these lists is rewarded with equal (but not extra) credit.

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Equally, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.

Timeframes refers to expressions of past, present and future. Various tenses can be used to express a timeframe. For example, the present tense in the following sentence is used to express a future timeframe: 'I'm seeing my friends next week.' In the following sentence a future tense is used to express a future timeframe: "I will go to the cinema".

Differentiation terms within the mark scheme

As guidance, the illustration gives an indication of the relative relationship of terms used in the mark grids.



Note: The illustration should be referred to in conjunction with individual mark grids as each term does not necessarily equate to high or low marks. For example, although "***frequent*** *development…*" equates to higher marks "***frequent*** *errors…*" would conversely equate to lower marks.

Question 1 – Foundation tier (8 marks)

For this question, students are expected to produce four short sentences describing the picture. The mark grid is applied once to each individual sentence. There is a maximum of 2 marks for each sentence. Students are awarded marks for clear communication and relevance in relation to the picture.

Mark	AO2: Response to stimulus
2	Relevant information clearly communicated in a sentence or clause.
1	Relevant information partially communicated in a sentence or clause.
0	No rewardable material.

Guidance on application of mark grid for Question 1 Foundation tier

To exemplify application of the marking criteria, the grid below demonstrates a possible range of performances based on the mark grid.

2 marks	*Das Wetter ist gut.*	*Sie hört Musik.*	*Die Mädchen sprechen.*	*Er hat einen Hut.*	*Ich sehe fünf Leute sie sind plage.**
	Relevant information clearly communicated in a complete sentence or clause with a verb; may or may not contain minor errors which does not delay understanding of the sentence such as lack of or incorrect accents, minor spelling errors, incorrect word orders, missing punctuation.				
1 mark	*Wetter gut.*	*Sie ist spielen.*	*Der Strand waren gut.*	*Meine tragt Hut.*	*Er Laptop hat.*
	Relevant information partially communicated, not a complete sentence or clause with a verb, or some ambiguity due to incorrect forms of verbs or other major errors.				
0 marks	*Strand.*	*Sie kaufen Geschenk.*	*Glücklich.*	*Beach is schon.*	*Gelb.*
	No rewardable material, no relevant information clearly communicated, or not a complete sentence or clause.				

Specific guidance for Question 1

*Students can still gain 2 marks for a sentence where only one clause contains clear, relevant information, e.g. "*Ich sehe fünf Leute sie sind plage*."

Question 2 – Foundation tier (14 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Examiners must use the Additional guidance, the Exemplification of the mark scheme, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

Students are expected to produce 40–50 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus	
Mark	**Descriptor**
7-9	• All three bullet points addressed • Some development of ideas • Most of the response is comprehensible; some messages may be unclear.
4-6	• Two or more bullet points addressed • Limited development of ideas • Some parts of the response are comprehensible; the message sometimes breaks down.
1-3	• One or more bullet point addressed • Little or no development of ideas • Few parts of the response are comprehensible; the message often breaks down.
0	• No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
5	• Some variety of vocabulary and phrases • Simple grammatical structures with some variety, some linking of sentences with conjunctions • Some accurate language, mostly minor errors.
3-4	• Limited variety of vocabulary and phrases • Simple grammatical structures with limited attempt at variety, limited linking of sentences with conjunctions • Limited accurate language; errors occur, some of which may be major.
1-2	• Minimal variety of vocabulary and/or phrases in isolation • Minimal use of simple grammatical structures, likely to be repetitive • Minimal accuracy in the language, frequent errors both major and minor.
0	• No rewardable material.

Question 3 – Foundation tier (18 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme,* exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

Students are expected to produce 80–90 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus	
Mark	**Descriptor**
11-13	• All four bullet points addressed • Frequent development of ideas • Response is comprehensible; an occasional message may be unclear.
8-10	• Three or more bullet points addressed • Some development of ideas • Response is generally comprehensible; some messages may be unclear/difficult to understand immediately.
5-7	• Two or more bullet points addressed • Occasional, brief development of ideas • Some parts of response are comprehensible; the message sometimes breaks down.
1-4	• One or more bullet point addressed • Little or no extra detail added to ideas • Limited parts of response are comprehensible; the message often breaks down.
0	• No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
5	• Some variety of vocabulary and grammatical structures, some extended sentences; occasional complex language • Generally successful use of three timeframes • Generally accurate language; some minor errors, there may be an occasional major error.
3-4	• Occasional variety of vocabulary and grammatical structures; occasionally extended sentences • Some successful use of at least two timeframes • Some accurate language; mostly minor errors with some major errors.
1-2	• Limited variety of vocabulary and grammatical structures; short, simple sentences • Limited success with timeframes • Limited accuracy in the language; frequent errors both major and minor.
0	• No rewardable material.

Exemplification of the mark scheme: open response questions

The purpose of this exemplification is not to provide a standard for marking, but to demonstrate the following aspects of the mark scheme:

1. Application of the best fit approach, including:
   i. how a mark can go down the AO2 mark bands, even if the coverage descriptor is met, if the other descriptors in the mark band are not met.
   ii. how a mark can go up or down the AO3 mark bands depending on how the response reflects the descriptors.
   iii. how to apply the AO3 grid if a response is highly accurate but with limited variety, or uses a wide variety of language but is less accurate
2. Distinct marking for AO2 and AO3 grids, showing that the mark for AO2 should not limit the mark for AO3 (except where the response is wholly irrelevant) and vice versa.
3. Awarding marks for range of vocabulary within the specified vocabulary list (and giving equal, but not extra credit to other vocabulary used).

Exemplification of live scripts issued at standardisation will provide further guidance on marking live paper series.

The two example responses below are based on the following crossover question which appears in both the Foundation and the Higher tier *Sample Assessment Materials*, but is applicable as guidance to all open response questions. The example responses are based on trialled student answers.

Write to someone you know about films.

You must include the following points:

- what kind of films you like
- your opinion of a film you like with reasons
- the last time you saw a film
- who you will next watch a film with.

Write your answer in German. You should aim to write between 80 and 90 words.

Example response 1: open response questions

Ich liebe Kömodien weil sie sind sehr lustig und interessant. Am Fern sehe ich viel Kömodien jeden Tag. Mein Lieblingsfilm heißt Mr Bean und das ist ein Kömodie. Ich finde Mr Bean sehr gut weil es sehr lustig ist. Letzte woche habe ich im Kino mit meine Fruenden James Bond gesehen. Das war sehr gut weil es war sehr interessant. Ich liebe ses auch im Kino gehen weil ich kann essen viel Popcorn und trinken viel Cola! Nächestes Jahr ich mit meine Familie ins Kino einen Film gesehen meine Gebrutstag ferien. Ich sehen Spiderman. ***94 words***

Total marks: 16 out of 18	
Response to stimulus (AO2): 12 marks	**Linguistic knowledge and accuracy (AO3): 3 marks**
• The candidate has addressed all four bullet points. The response sits in the 11-13 mark band for coverage. • There is frequent development shown (e.g. "*Am Fern sehe ich viel Kömodien jeden Tag*.", "*Ich liebe ses auch im Kino gehen weil ich viel Popcorn essen und viel Cola trinken kann!*"), though some of the development is simple (e.g. "*lustig ist*"). For development, the 11-13 mark band best fits. • The response is comprehensible, despite errors which are accounted for in the AO3 grid. There is only an occasional message which is slightly unclear. For comprehensibility, the response sits best in the 11-13 mark band. Overall, the best fit approach when considering the three bullet points of this mark grid is in the middle of the mark band 11-13 for response to stimulus **(2)**.	• There is occasional variety of vocabulary and grammar shown, even if some of the vocabulary is repeated (e.g. *"lustig", "Kino", "gut", "sehen" "weil"* etc.). All vocabulary appears in the Foundation tier vocabulary list, which is entirely appropriate **(3)**. Variation in grammar includes phrases such as "*weil es sehr lustig ist,*" "*Letzte Woche habe ich … gesehen*". Most sentences are short and simple, though some simple conjunctions such as '*und*' are used effectively. The response best sits in the 3-4 mark band for variety (1.iii). • The response shows some success at using the present and past timeframes but is not successful at using a clear future timeframe due to inaccurate verb/tense formation in both of the sentences, from "*Nächestes Jahr" ...* to "*...Spiderman*.' The response sits best in the 3-4 mark band for use of timeframes. • The language used is sometimes accurate, but some minor errors exist such as spelling errors or incorrect word order (e.g. "*Nächestes,"* "*ich kann essen viel Popcorn*"). There are also major spelling errors ("*Gebrutstag ferien*"). Major errors in timeframes have already been mentioned.The response sits in the 3-4 mark band for accuracy **(1.iii)**. The best-fit approach results in this response being placed at the lower end of the 3-4 mark band for linguistic knowledge and accuracy **(1.ii, 2)**.

Example response 2: open response questions

Ich sehr gern aktionenfilm weil es ist ziemlich cool und wirklich interessant. Ich sehe oft aktionenfilm mit mein Schwester im wochenende. Mein lieblingsfilm ist Top Gun Maverick, es gibt flugeug kampfer und sie war flugen sehr schnell. Das gefallt mir. Ich habe mir Autos gesent, es hat mir wirklich Spaß gemacht. Letzten Monatt bin ich mit meiner Mutter ins Kino gegangen, und mit mein Schwester auch aber das nächste Mal möchte ich mit meinen Freunden gehen. Mit Freunden es ist viel besser. ***82 words***

Total marks: 10 out of 18	
Response to stimulus (AO2): 6 marks	**Linguistic knowledge and accuracy (AO3): 4 marks**
• The candidate has addressed three bullet points but they have not fully answered the second bullet point as they do not clearly give a reason for their opinion. The response would therefore sit no higher than the 8-10 mark band for coverage, and for AO2 overall. **(1.i)**. • There is occasional, brief development shown (e.g, "*Ich sehe oft … wochenende,"* "*es ist ziemlich cool und wirklich interessant*"). For development, the 5-7 mark band best fits **(1.i)**. • Some of the response is comprehensible, but the message sometimes breaks down (e.g. "*Ich habe mir Autos gesent…").* For comprehensibility, the response sits best in the 5-7 mark band **(1.i)**. Overall, the best fit approach when considering the three criteria of this mark grid is in the middle of the 5-7 mark band for response to stimulus **(1.i, 2)**.	• There is occasional variety of vocabulary and grammatical structures shown, with words like *"ziemlich,"* "*wirklich*," and "*lieblingsfilm."*Although missing the umlaut **(1.ii)**, the word '*Kämpfer*' does not appear in the vocabulary list so is given equal but not extra credit for variety **(3)**. There is the occasional extended sentence using "*und*" or "*aber."* However there is some repetition, eg *"aktionfilm," "mit mein Schwester," "wirklich.* The response would best sit in the 3-4 band for variety. • There is some successful use of three timeframes (e.g. *"es gibt;*" "*es hat …gemacht"; das nächste Mal möchte ich … gehen)* but success with past timeframes is not consistent *("sie war flugen sehr schnell").* The response would best sit in the 3-4 band for use of timeframes. • The language used is sometimes accurate, but with some minor errors (e.g. "*Monatt,*" *"mit mein Schwester*,") and some major errors *(Ich sehr gern aktionenfilm)* which detract from the accuracy of the response. For accuracy, it would be best placed in the 3-4 mark band. The best-fit approach results in this response being placed at the top of the 3-4 mark band for linguistic knowledge and accuracy **(1.ii, 2).**

Comparison of example responses 1 and 2

Response to stimulus (AO2):	**Linguistic knowledge and accuracy (AO3):**
• Response 1 addresses more task bullet points than Response 2 • Response 1 shows more development than Response 2 • Response 1 is more comprehensible than Response 2	• Response 1 shows a bit more variety of language than Response 2 • Response 2 shows more success with timeframes than Response 1. • Response 1 shows similar accuracy as Response 2
Overall, Response 1 scores higher on the AO2 grid when compared with Response 2. For AO3, both reponses are in the 3-4 band. However, although Response 1 has slightly more variety, Response 2 shows more success with use of timeframes.	

Question 4 – Foundation tier translation (10 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

The Response to stimulus grid (AO2) assesses how appropriately the meaning of the original language is transferred. Any appropriate wording is rewarded. The linguistic knowledge and accuracy grid (AO3) assesses the accuracy of the target language. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme,* exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus	
Mark	**Descriptor**
5-6	The meaning of the original language is appropriately transferred; only the occasional message may be unclear or incomplete.
3-4	The meaning of some parts of the original language is appropriately transferred; the message sometimes breaks down or is incomplete.
1-2	The meaning of limited parts of the original language is appropriately transferred; messages are frequently unclear and/or incomplete.
0	No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
4	Vocabulary and grammatical structures are generally accurate; some minor errors, there may be an occasional major error.
3	Vocabulary and grammatical structures are sometimes accurate; errors include some major errors.
2	Vocabulary and grammatical structures are limited in accuracy; frequent errors occur, both major and minor.
1	Minimal instances of accurate vocabulary and grammatical structures; errors throughout, most of them major.
0	No rewardable material.

Exemplification of the mark scheme: Translation

The following model response shows an appropriate transference of meaning of Question 4, Foundation tier in the *Sample Assessment Materials*.

Question number	Question	Model response
4(a)	Germany is very beautiful.	*Deutschland ist sehr schön.*
4(b)	There are many tourists there.	*Es gibt viele Touristen dort.*
4(c)	We often go on holiday in the summer.	*Im Sommer fahren wir oft in den Urlaub.*
4(d)	I always buy souvenirs for my friends and family.	*Ich kaufe immer Souvenirs für meine Freunde und Familie.*
4(e)	Last year I saw a big castle and a museum.	*Letztes Jahr habe ich ein großes Schloss und ein Museum gesehen.*

Example Response 1

(a) Deutschland ist sehr schön.
(b) Es gibt viel touristen dort.
(c) In Sommer fahren wir in den Urlaub.
(d) Ich kaufe immer Souvenirs für meine Freunden und Familie.
(e) Letztes Jahr habe ich ein großes Schloss und ein Museum gesehen.

Total marks: 9 out of 10	
Response to stimulus (AO2): 5 marks	**Linguistic knowledge and accuracy (AO3): 4 marks**
The meaning of the original language is appropriately transferred; only the message in (c) is slightly different from the original meaning, since it omits the word "oft".	Grammatical structures and vocabulary are generally accurate; but there are some minor errors (e.g. *"viel", "Freunden").*

Example Response 2

(a) Deutschland ist sehr schon.
(b) Gibt es viele touristen.
(c) Wie gehe am fehrie im sommer.
(d) Ich kaufe immer souvenirs fur mein Frendich und Family.
(e) Leste Jahr ich ein große….. und ein Museum gesehen habbe.

Total marks: 6 out of 10	
Response to stimulus (AO2): 3 marks	**Linguistic knowledge and accuracy (AO3): 3 marks**
The meaning of some parts of the original language is appropriately transferred, eg sentences (a), (b) (though with omission of "*dort"*) and the first part of (d). However the message sometimes breaks down where language becomes less recognisable eg sentence (c) (*" Wie gehe am fehrie …")* and (d) *"Frendich"* or are incomplete such as in (e) (omission of *Schloss*).	Grammatical structures and vocabulary are sometimes accurate (e.g. "*Ich kaufe immer souvenirs…*". Errors include both minor errors (e.g "*schon*") and major errors such as in verb formation (*Leste Jahr … gesehen habbe*) and use of English words (*"Family"*).

Example Response 3

(a) Deutschland ist sehr scon.
(b) Es sind grobes touristen.
(c) Wir oft gehen als holiday in der sommer.
(d) Ich…souvenir….
(e) Letzen jar ich … gross castle und museum.

Total marks: 3 out of 10	
Response to stimulus (AO2): 2 marks	**Linguistic knowledge and accuracy (AO3): 1 mark**
The meaning of limited parts or words of the original language is appropriately transferred, such as *"Deutschland"* and *"in der sommer."* The other messages are frequently unclear and/or incomplete, with (d) and (e) being incomplete.	There are minimal instances of accurate vocabulary and grammatical structures, with the candidate using English words (e.g. *"holiday", "castle"*). There are major errors throughout (e.g.*"scon" "grobes"*).

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes
15 minutes' preparation time and
10–12 minutes' examination time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

General instructions to the teacher

Higher Tier

Read these instructions in conjunction with the Specification and Administrative Support Guide.

Turn over ▶

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Pearson

General instructions to the teacher conducting the assessment

A. Order and timings

- The examination is made up of three tasks.
- The tasks must be conducted in the following order: read aloud, role play, picture task.
- The total examination will last between 10 and 12 minutes.

B. Allocation of cards

- Teachers must use the sequencing tool provided by Pearson for the allocation of the picture card, read aloud passage and role-play stimulus card. This has been designed to help ensure that each candidate covers a broad range of vocabulary from the specification.
- The subject matter of the stimulus cards should not cause offence or distress to the candidate. The teacher needs to decide in advance of the examination if any offence or distress might be caused. In this event, the teacher should indicate this in the sequencing tool, and an alternative set of cards will be generated for that candidate.

C. Preparation and notes

- Candidates must be allowed 15 minutes' preparation time under supervised conditions to prepare for the read aloud, role play and the picture task. During the first 14 minutes, they should not practise the read aloud passage out loud. Candidates will be offered a further 1-minute preparation time in the examination room, in which they may practice out loud words / phrases / sentences / the entire text if they wish.
- The preparation time must be immediately before the examination time.
- Candidates must not write on the role play or picture stimuli.
- Candidates may annotate the read aloud passage in order to help them with pronunciation.
- Candidates may make notes on one sheet of A4 paper. They must write their name, candidate number and centre number on the sheet.
- Candidates must not have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- At the end of each task, candidates must hand the relevant stimulus material to the teacher-examiner, and they must return their notes after completing the examination.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

D. Conduct of the exam

- Recording of the exam must start as the candidate begins their 1-minute preparation time to practise the read aloud task out loud. Teachers should state the candidate number at the start of the recording.
- Teachers should not offer any guidance or correction to candidates during the 1-minute preparation time.
- The teacher should announce, 'The test will now begin; please read the text' once the 1-minute preparation is finished and before commencing the first task.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum number of marks available.
- The speaking assessment will begin with the read aloud (thematic context allocated by Pearson), followed by the role play (setting allocated by Pearson) and finally the picture task (thematic context pre-selected by candidate; picture card and conversation starter subject allocated by Pearson).

Task-specific instructions

Task 1: Read aloud

- The thematic context for the read aloud will be allocated by Pearson using the sequencing tool.
- At the start of the 1-minute preparation time in the exam room, the teacher should start the recording. The candidate may choose to read some or all of the text out loud during this time, or may prefer to continue silent preparation.
- At the end of the 1-minute preparation time in the exam room, the teacher should announce, 'The test will now begin; please read the text', before moving to the assessed read aloud task.
- The read aloud stimulus must be handed over by the candidate before moving on to the follow-up questions.
- The read aloud and follow-up questions are recommended to last between two and two-and-a-half minutes.
- The purpose of the read aloud is to assess understanding and application of sound-symbol correspondences through reading language aloud using clear and comprehensible pronunciation.
- The follow-up questions assess the ability to express likes/dislikes/preferences/opinions related to the content of the read aloud passage.
- The questions must be asked as they are presented. There must be no supplementary questions and questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

At the end of the read aloud, the speaking assessment will move to the role play task.

Task 2: Role play

- The setting for the role play task will be allocated by Pearson using the sequencing tool.
- The role play is recommended to last between one and one-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions.
- The teacher will read out a short introduction to the role play, as printed on the teacher card, and then commence the first question.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/ questions may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The role play card should be handed over by the candidate once the task is completed.

At the end of the role play, the speaking assessment will move to the picture task.

Task 3: Picture task

- The thematic context for the picture task will be pre-selected by the candidate. This pre-selection will be in the form of a choice of one from two thematic contexts, randomly generated by Pearson.
- Within the thematic context selected, the picture card will be allocated by Pearson using the sequencing tool.
- The description element of the picture task is recommended to last between two and two-and-a-half minutes.
- The purpose of the description element of the picture task is to assess communication and linguistic accuracy through providing description of a visual stimulus.
- The teacher should start by asking the candidate which picture they have chosen and once their response is clear, continue with the instruction, 'Describe the picture.'
- To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, the teacher should ask the two compulsory questions related to the picture the candidate described.
- The questions must be asked as they are presented. There must be no supplementary questions and questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The compulsory questions assess the ability to talk about personal experiences related to the content of the picture.

- A starter subject for the conversation is mandated on the teacher card and you must begin with this subject. You should then develop the conversation with questions extending from this subject and the broader thematic context.
- Three suggested questions, one in each of present, past and future tenses are provided as support to the teacher. These are not compulsory, and teachers are free to use alternative questions suited to the level of their candidate(s).
- Teacher-examiners should endeavour to sustain a free-flowing conversation, in which they respond to what the candidate is saying. They should allow the conversation to evolve, asking a range of questions appropriate to the thematic context and the interests and experiences of the student, which enable students to:
  - produce extended sequences of speech
  - develop the conversation
  - give and justify own thoughts and opinions
  - refer to past, present and future events
  - develop their responses as well as they are able
  - demonstrate the full range of their ability.
- In the broader conversation, students can draw upon any relevant vocabulary from the full vocabulary list, or beyond the list.
- The conversation on the broader thematic context assesses the ability to interact with the teacher in a way that demonstrates communication skills and a range of linguistic proficiency, in terms of vocabulary and grammar.
- The conversation is recommended to last between five and five-and-a-half minutes. Teacher-examiners should be mindful of this time recommendation and encourage candidates to produce sufficient responses to fill the recommended time.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

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Candidate card HRA1

Thematic context: My personal world

Read aloud

Anna, your friend, has sent you some information about what she likes doing with her friends.

Read out the text below to your teacher.

Ich sehe jeden Tag meine Freundinnen aus der Schule.

Aber am Wochenende macht es mehr Spaß, andere junge Leute zu treffen.

Manchmal gehe ich in den Jugendklub, wo wir zusammen Tischtennis spielen und Geschichten erzählen.

Meiner Meinung nach ist Tanzen eine tolle Aktivität, weil danach alle immer sehr glücklich sind.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between two and two-and-a-half minutes.

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Task 1: Read aloud

Instructions to the teacher

Higher tier HRA1

Thematic context: My personal world

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Ich sehe jeden Tag meine Freundinnen aus der Schule.

Aber am Wochenende macht es mehr Spaß, andere junge Leute zu treffen.

Manchmal gehe ich in den Jugendklub, wo wir zusammen Tischtennis spielen und Geschichten erzählen.

Meiner Meinung nach ist Tanzen eine tolle Aktivität, weil danach alle immer sehr glücklich sind.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Was machst du gern am Wochenende?

Q2. Was ist deine Meinung zum Tanzen?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

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Candidate card HRA2

Thematic context: Lifestyle and wellbeing

Read aloud

Marie, your friend, has sent you some information about her lifestyle.

Read out the text below to your teacher.

Ich versuche, gesund zu bleiben

Jeden Tag treibe ich Sport in einem Klub in der Stadt.

Am besten spiele ich Tennis und im Sommer nehme ich an vielen Wettbewerben in unserem Verein teil.

Meiner Meinung nach ist es wichtig, regelmäßig Bewegung zu haben, damit man das Leben mehr genießen kann.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between two and two-and-a-half minutes.

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Task 1: Read aloud

Instructions to the teacher

Higher tier HRA2

Thematic context: Lifestyle and wellbeing

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Ich versuche, gesund zu bleiben.

Jeden Tag treibe ich Sport in einem Klub in der Stadt.

Am besten spiele ich Tennis und im Sommer nehme ich an vielen Wettbewerben in unserem Verein teil.

Meiner Meinung nach ist es wichtig, regelmäßig Bewegung zu haben, damit man das Leben mehr genießen kann.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Was machst du gern für deine Gesundheit?

Q2. Was ist deine Meinung zum Teamsport?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

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Candidate card HRA3

Thematic context: My neighbourhood

Read aloud

Leon, your friend, has sent you some information about shopping.

Read out the text below to your teacher.

In meiner Stadt gibt es viele Gelegenheiten zum Einkaufen.

Junge Leute treffen sich im Zentrum und besuchen die Geschäfte.

Ich habe am Samstag einen Job in einem Laden, wo ich mit anderen Jugendlichen zusammen arbeite.

Meiner Meinung nach ist Mode langweilig, denn ich interessiere mich mehr für die Umwelt und unsere Zukunft.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between two and two-and-a-half minutes.

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Task 1: Read aloud

Instructions to the teacher

Higher tier HRA3

Thematic context: My neighbourhood

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

In meiner Stadt gibt es viele Gelegenheiten zum Einkaufen.

Junge Leute treffen sich im Zentrum und besuchen die Geschäfte.

Ich habe am Samstag einen Job in einem Laden, wo ich mit anderen Jugendlichen zusammen arbeite.

Meiner Meinung nach ist Mode langweilig, denn ich interessiere mich mehr für die Umwelt und unsere Zukunft.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Was machst du gern am Samstag?

Q2. Was ist deine Meinung zur Mode?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

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Candidate card HRA4

Thematic context: Media and technology

Read aloud

Yusuf, your friend, has sent you some information about his favourite programmes.

Read out the text below to your teacher.

Sportsendungen mag ich am liebsten, um die Schule zu vergessen.

Wenn ich mit den Hausaufgaben fertig bin, setze ich mich vor den Bildschirm.

Meine Eltern arbeiten immer lange und dann kann ich machen, was ich will.

Ich finde Videospiele auch fantastisch, und am Wochenende laden mein Bruder und ich Filme herunter.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between two and two-and-a-half minutes.

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Task 1: Read aloud

Instructions to the teacher

Higher tier HRA4

Thematic context: Media and technology

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state**: 'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Sportsendungen mag ich am liebsten, um die Schule zu vergessen.

Wenn ich mit den Hausaufgaben fertig bin, setze ich mich vor den Bildschirm.

Meine Eltern arbeiten immer lange und dann kann ich machen, was ich will.

Ich finde Videospiele auch fantastisch, und am Wochenende laden mein Bruder und ich Filme herunter.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Was für Filme siehst du gern?

Q2. Was ist deine Meinung zu Videospielen?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

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Candidate card HRA5

Thematic context: Studying and my future

Read aloud

Felix, your friend, has sent you some information about his school.

Read out the text below to your teacher.

Ich besuche eine große Schule in der Stadtmitte.

Wir haben ein Fitnesszentrum, aber leider kein Stadion für den Sport im Sommer.

Jeden Morgen beginnt der Unterricht um acht Uhr, was für mich zu früh ist.

Ich finde, dass wir am Wochenende zu viele Hausaufgaben machen müssen, also haben wir keine Freizeit.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between two and two-and-a-half minutes.

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Task 1: Read aloud

Instructions to the teacher

Higher tier HRA5

Thematic context: Studying and my future

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Ich besuche eine große Schule in der Stadtmitte.

Wir haben ein Fitnesszentrum, aber leider kein Stadion für den Sport im Sommer.

Jeden Morgen beginnt der Unterricht um acht Uhr, was für mich zu früh ist.

Ich finde, dass wir am Wochenende zu viele Hausaufgaben machen müssen, also haben wir keine Freizeit.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Was machst du gern in deiner Schule?

Q2. Was ist deine Meinung zu Hausaufgaben?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

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Candidate card HRA6

Thematic context: Travel and tourism

Read aloud

Your German penfriend Johanna has sent you a text about her travels.

Read out the text below to your teacher.

Meine Familie und ich fahren gern in andere Länder.

Leider ist es nicht immer einfach, umweltbewusst in solche Regionen zu reisen.

Wir mögen besonders die Berge in Österreich, da man den Zug nehmen kann.

Ich finde es ruhiger, wenn man die Gegend zu Fuß besichtigen kann und kein Auto braucht.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between two and two-and-a-half minutes.

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Task 1: Read aloud

Instructions to the teacher

Higher tier HRA6

Thematic context: Travel and tourism

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Meine Familie und ich fahren gern in andere Länder.

Leider ist es nicht immer einfach, umweltbewusst in solche Regionen zu reisen.

Wir mögen besonders die Berge in Österreich, da man den Zug nehmen kann.

Ich finde es ruhiger, wenn man die Gegend zu Fuß besichtigen kann und kein Auto braucht.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Wo möchtest du gern Urlaub machen?

Q2. Was ist deine Meinung zu den Schulferien?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate card STIMULUS HRP1

Setting: At the shopping centre

Scenario:

- You are in a shopping centre, and you are buying a present.
- Your teacher will play the part of the shop assistant and will speak first.
- Your teacher will ask questions **in German** and you must answer **in German**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what you want to buy.
2. Say who the item is for.
3. Ask a question about payment.
4. Say what you will do later.
5. Ask a question about other shops in town.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than **twice**. Where a candidate answers incorrectly, do not repeat the question.

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Teacher card STIMULUS HRP1

Setting: At the shopping centre

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are in a shopping centre, and you are buying a present. I will play the part of the shop assistant and will speak first.

1	***Guten Tag. Kann ich Ihnen helfen?*** Allow the candidate to say what they want to buy. ***Sehr gut.***
2	***Für wen ist das?*** Allow the candidate to say who the item is for. ***Schön.***
3	***Haben Sie eine Frage?*** Allow the candidate to ask a question about payment. ***Give an appropriate brief response.***
4	***Was werden Sie später machen?*** Allow the candidate to answer what they will do later. ***Wunderbar.***
5	***Haben Sie noch eine Frage?*** Allow the candidate to ask you a question about other shops in town. ***Give an appropriate brief response.***

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate card STIMULUS HRP2

Setting: At the hotel

Scenario:

- You are in a hotel and you are complaining about your room.
- Your teacher will play the part of the receptionist and will speak first.
- Your teacher will ask questions **in German** and you must answer **in German**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what the problem is.
2. Say where your room is.
3. Say when you will be going out today.
4. Ask a question about things to do in the region.
5. Ask a question about transport.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than **twice**. Where a candidate answers incorrectly, do not repeat the question.

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Teacher card STIMULUS HRP2

Setting: At the hotel

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are in a hotel, and you are complaining about your room. I will play the part of the receptionist and will speak first.

1	***Guten Tag. Kann ich Ihnen helfen?*** Allow the candidate to say what the problem is. ***Das ist nicht so schön.***
2	***Wo ist Ihr Zimmer?*** Allow the candidate to say where their room is. ***Danke.***
3	***Wann werden Sie heute weggehen?*** Allow the candidate to say when they are going out today. ***Gut.***
4	***Haben Sie eine Frage?*** Allow the candidate to ask about things to do in the region. ***Hier sind einige Informationen.***
5	***Haben Sie noch eine Frage?*** Allow the candidate to ask a question about transport. ***Give an appropriate brief response.***

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate card STIMULUS HRP3

Setting: At the restaurant

Scenario:

- You are in a restaurant complaining about your meal.
- Your teacher will play the part of the manager and will speak first.
- Your teacher will ask questions **in German** and you must answer **in German**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what is wrong with your meal.
2. Say what you would like to order instead.
3. Ask a question about the menu.
4. Say what you will be doing tomorrow.
5. Ask a question about the cost of the meal.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than **twice**. Where a candidate answers incorrectly, do not repeat the question.

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Teacher card STIMULUS HRP3

Setting: At the restaurant

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are in a restaurant. I will play the part of the manager and will speak first.

1	***Guten Tag. Kann ich Ihnen helfen?*** Allow the candidate to say what is wrong with their meal. ***Es tut mir Leid.***
2	***Was für ein anderes Essen möchten Sie bestellen?*** Allow the candidate to say what they would like to order instead. ***Gut.***
3	***Haben Sie eine Frage?*** Allow the candidate to to ask a question about the menu. ***Give an appropriate brief response.***
4	***Was werden Sie morgen machen?*** Allow the candidate to say what they will be doing tomorrow. ***Interessant.***
5	***Haben Sie noch eine Frage?*** Allow the candidate to ask about the cost of the meal. ***Give an appropriate brief response.***

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate card STIMULUS HRP4

Setting: At the train station

Scenario:

- You are in a train station buying tickets.
- Your teacher will play the part of the employee and will speak first.
- Your teacher will ask questions **in German** and you must answer **in German**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say where you would like to go.
2. Ask about the next train.
3. Say who you are buying the tickets for.
4. Say where you will be going later.
5. Ask a question about the price.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than **twice**. Where a candidate answers incorrectly, do not repeat the question.

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Teacher card STIMULUS HRP4

Setting: At the train station

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are in a train station buying tickets. I will play the part of an employee and will speak first.

1	***Guten Tag. Kann ich Ihnen helfen?*** Allow the candidate to say where they would like to go. ***Schön.***
2	***Haben Sie eine Frage?*** Allow the candidate to ask about the next train. ***Give an appropriate brief response.***
3	***Für wen kaufen Sie diese Fahrkarten?*** Allow the candidate to say who they are buying the tickets for. ***Gut.***
4	***Wohin werden Sie später fahren?*** Allow the candidate to say where they will be going later. ***Interessant.***
5	***Haben Sie noch eine Frage?*** Allow the candidate to ask about the price. ***Give an appropriate brief response.***

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate card STIMULUS HRP5

Setting: At the campsite

Scenario:

- You are booking in at a campsite.
- Your teacher will play the part of an employee and will speak first.
- Your teacher will ask questions **in German** and you must answer **in German**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say where in the campsite you want to be.
2. Say how long you want to stay.
3. Ask a question about activities.
4. Say what you will be doing tomorrow.
5. Ask a question about where to get food.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than **twice**. Where a candidate answers incorrectly, do not repeat the question.

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Teacher card STIMULUS HRP5

Setting: At the campsite

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a campsite. I will play the part of an employee at the campsite and will speak first.

1	***Guten Tag. Kann ich Ihnen helfen?*** Allow the candidate to say where in the campsite they want to be. ***Alles klar.***
2	***Wie lange möchten Sie bleiben?*** Allow the candidate to say how long they want to stay. ***Schön.***
3	***Haben Sie eine Frage?*** Allow the candidate to ask about activities. ***Give an appropriate brief response.***
4	***Was werden Sie morgen machen?*** Allow the candidate to tell you what they will be doing tomorrow. ***Fantastisch.***
5	***Haben Sie noch eine Frage?*** Allow the candidate to ask about where to get food. ***Give an appropriate brief response.***

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate card STIMULUS HRP6

Setting: In town

Scenario:

- You are in Austria and you stop a passer-by for information.
- Your teacher will play the part of the passer-by and will speak first.
- Your teacher will ask questions **in German** and you must answer **in German**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say where you want to go.
2. Ask a question about how to get there.
3. Give your opinion of the town.
4. Say what else you will do in Austria.
5. Ask a question about activities in the town.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than **twice**. Where a candidate answers incorrectly, do not repeat the question.

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Teacher card STIMULUS HRP6

Setting: In town

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are in a town. I will play the part of a passer-by and will speak first.

1	***Guten Tag. Kann ich Ihnen helfen?*** Allow the candidate to say where they want to go. ***Das ist einfach.***
2	***Haben Sie eine Frage?*** Allow the candidate to ask about how to get there. ***Give an appropriate brief response.***
3	***Wie finden Sie unsere Stadt?*** Allow the candidate to give their opinion of the town. ***Ich auch.***
4	***Was werden Sie in Österreich noch machen?*** Allow the candidate to say what else they will do in Austria. ***Interessant.***
5	***Haben Sie noch eine Frage?*** Allow the candidate to ask about activities in the town. ***Give an appropriate brief response.***

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task HPT1

Thematic context: My personal world

Picture 1

(Source: MAPWI123385 © Ground Picture/Getty Images)

Picture 2

(Source: MAPWI123386 © Jaren Jai Wicklund/Shutterstock)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My personal world**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

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Instructions to teacher

Picture task HPT1

Thematic context: My personal world

Picture 1

(Source: MAPWI123385 © Ground Picture/Getty Images)

Picture 2

(Source: MAPWI123386 © Jaren Jai Wicklund/Shutterstock)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was machst du gern mit Freunden?

(b) Was hast du neulich draußen gemacht?

Questions for Picture 2

(a) Was ist deine ideale Aktivität mit Freunden?

(b) Was hast du schon in einer Gruppe gemacht?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **FREETIME**, for example: *Was machst du am liebsten nach der Schule?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du als Kind gern gemacht?*

(future tense) *Wie wirst du das nächste Wochenende verbringen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task HPT2

Thematic context: My personal world

Picture 1

(Source: MAPWI123386 © Jaren Jai Wicklund/Shutterstock)

Picture 2

(Source: MAPWI123384 © William Perugini/Shutterstock)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My personal world**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

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Instructions to teacher

Picture task HPT2

Thematic context: My personal world

Picture 1

(Source: MAPWI123386 © Jaren Jai Wicklund/Shutterstock)

Picture 2

(Source: MAPWI123384 © William Perugini/Shutterstock)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was ist deine ideale Aktivität mit Freunden?

(b) Was hast du schon in einer Gruppe gemacht?

Questions for Picture 2

(a) Wie verbringst du Zeit mit Freunden?

(b) Was hast du neulich in der Stadt gemacht?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **RELATIONSHIPS**, for example: *Wie verstehst du dich mit deinen Lehrern?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du als Kind gern gemach?*

(future tense) *Wie wirst du das nächste Wochenende verbringen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task HPT3

Thematic context: My personal world

Picture 1

(Source: MAPWI123384 © William Perugini/Shutterstock)

Picture 2

(Source: MAPWI123385 © Ground Picture/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My personal world**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

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Instructions to teacher

Picture task HPT3

Thematic context: My personal world

Picture 1

(Source: MAPWI123384 © William Perugini/Shutterstock)

Picture 2

(Source: MAPWI123385 © Ground Picture/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Wie verbringst du Zeit mit Freunden?

(b) Was hast du neulich in der Stadt gemacht?

Questions for Picture 2

(a) Was machst du gern mit Freunden?

(b) Was hast du neulich draußen gemacht?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **FRIENDS**, for example*: Warum sind Freunde wichtig für dich?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du als Kind gern gemacht?*

(future tense) *Wie wirst du das nächste Wochenende verbringen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task HPT4

Thematic context: Lifestyle and wellbeing

Picture 1

(Source: MAPWI123388 © DGLimages/Getty Images)

Picture 2

(Source: MAPWI123389 123RF)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Lifestyle and wellbeing**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

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Instructions to teacher

Picture task HPT4

Thematic context: Lifestyle and Wellbeing

Picture 1

(Source: MAPWI123388 © DGLimages/Getty Images)

Picture 2

(Source: MAPWI123389 123RF)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Wie findest du Fastfood?

(b) Was hast du letzte Woche gemacht, um gesund zu sein?

Questions for Picture 2

(a) Was ist deine Meinung zum Teamsport?

(b) Welche Sportarten hast du letztes Wochenende gemacht?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SPORTS**, for example: *Welche Vorteile oder Nachteile gibt es beim Sport?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du letzte Woche gemacht, um weniger gestresst zu sein?*

(future tense) *Wie wirst du in Zukunft gesund bleiben?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task HPT5

Thematic context: Lifestyle and Wellbeing

Picture 1

(Source: MAPWI123389 123RF)

Picture 2

(Source: MAPWI123390 Pearson Asset Library)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Lifestyle and wellbeing**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

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Instructions to teacher

Picture task HPT5

Thematic context: Lifestyle and wellbeing

Picture 1

(Source: MAPWI123389 123RF)

Picture 2

(Source: MAPWI123390 Pearson Asset Library)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was ist deine Meinung zum Teamsport?

(b) Welche Sportarten hast du letztes Wochenende gemacht?

Questions for Picture 2

(a) Was ist deine Meinung zum Sport mit Freunden?

(b) Was hast du im letzten Monat für deine Gesundheit gemacht?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **FOOD AND DRINK**, for example: *Warum soll man gesund essen?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du letzte Woche gemacht, um weniger gestresst zu sein?*

(future tense) *Wie wirst du in Zukunft gesund bleiben?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task HPT6

Thematic context: Lifestyle and wellbeing

Picture 1

(Source: MAPWI123390 Pearson Asset Library)

Picture 2

(Source: I123388 © DGLimages/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Lifestyle and wellbeing**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

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Instructions to teacher

Picture task HPT6

Thematic context: Lifestyle and wellbeing

Picture 1

(Source: MAPWI123390 Pearson Asset Library)

Picture 2

(Source: MAPWI123388 © DGLimages/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was ist deine Meinung zum Sport mit Freunden?

(b) Was hast du im letzten Monat für deine Gesundheit gemacht?

Questions for Picture 2

(a) Wie findest du Fastfood?

(b) Was hast du letzte Woche gemacht, um gesund zu sein?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **PHYSICAL AND MENTAL WELLBEING**, for example: *Was sind die Vorteile von Sport in der frischen Luft?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du letzte Woche gemacht, um weniger gestresst zu sein?*

(future tense) *Wie wirst du in Zukunft gesund bleiben?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task HPT7

Thematic context: My neighbourhood

Picture 1

(Source: MAPWI123372 © Maskot/Getty Images)

Picture 2

(Source: MAPWI123373 © Portra/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My neighbourhood**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

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Instructions to teacher

Picture task HPT7

Thematic context: My neighbourhood

Picture 1

(Source: MAPWI123372 © Maskot/Getty Images)

Picture 2

(Source: MAPWI123373 © Portra/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was machst du gern in der Stadt?

(b) Was hast du letzte Woche in der Stadt gekauft?

Questions for Picture 2

(a) Was machst du gern draußen?

(b) Welche Gegend hast du neulich besucht?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **THINGS FOR YOUNG PEOPLE TO DO**, for example: *Welche Aktivitäten gibt es für junge Leute in deiner Umgebung?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Erzähl mir, was du letzte Woche in deiner Region gemacht hast.*

(future tense) *Welche Aktivitäten wirst du in den Ferien in deiner Gegend machen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task HPT8

Thematic context: My neighbourhood

Picture 1

(Source: MAPWI123373 © Portra/Getty Images)

Picture 2

(Source: SeventyFour/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My neighbourhood**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

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Instructions to teacher

Picture task HPT8

Thematic context: My neighbourhood

Picture 1

(Source: MAPWI123373 © Portra/Getty Images)

Picture 2

(Source: SeventyFour/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was machst du gern draußen?

(b) Welche Gegend hast du neulich besucht?

Questions for Picture 2

(a) Wo triffst du deine Freunde?

(b) Was hast du gemacht, als du das letzte Mal in der Stadt warst?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SHOPPING**, for example: *Wie findest du Einkaufen in der Stadt?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Erzähl mir, was du letzte Woche in deiner Region gemacht hast.*

(future tense) *Welche Aktivitäten wirst du in den Ferien in deiner Gegend machen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task HPT9

Thematic context: My neighbourhood

Picture 1

(Source: SeventyFour/Getty Images)

Picture 2

(Source: MAPWI123372 © Maskot/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My neighbourhood**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

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Instructions to teacher

Picture task HPT9

Thematic context: My neighbourhood

Picture 1

(Source: SeventyFour/Getty Images)

Picture 2

(Source: MAPWI123372 © Maskot/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was machst du gern in der Bibliothek?

(b) Was hast du gemacht, als du das letzte Mal in der Stadt warst?

Questions for Picture 2

(a) Was machst du gern in der Stadt?

(b) Was hast du letzte Woche in der Stadt gekauft?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **THE NATURAL WORLD**, for example: *Wie ist die Natur in deiner Umgebung?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Erzähl mir, was du letzte Woche in deiner Region gemacht hast.*

(future tense) *Welche Aktivitäten wirst du in den Ferien in deiner Gegend machen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task HPT10

Thematic context: Media and technology

Picture 1

(Source: MAPWI123376 © Education Images/Contributo/Getty Images)

Picture 2

(Source: MAPWI123377 © Maskot/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

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Instructions to teacher

Picture task HPT10

Thematic context: Media and technology

Picture 1

(Source: MAPWI123376 © Education Images/ Contributo/Getty Images)

Picture 2

(Source: MAPWI123377 © Maskot/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was ist deine Meinung zum Internet?

(b) Was hast du letzte Woche mit deinen Freunden online gemacht?

Questions for Picture 2

(a) Wie findest du Gaming?

(b) Wie hast du gestern dein Handy benutzt?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **GAMING**, for example: *Welche Meinung hast du zu Videospielen?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Wie hast du gestern soziale Netzwerke benutzt?*

(future tense) *Welchen Film möchtest du in Zukunft sehen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task HPT11

Thematic context: Media and technology

Picture 1

(Source: MAPWI123377 © Maskot/Getty Images)

Picture 2

(Source: 991174378 © Maskot /Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

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Instructions to teacher

Picture task HPT11

Thematic context: Media and technology

Picture 1

(Source: MAPWI123377 © Maskot/Getty Images)

Picture 2

(Source: 991174378 © Maskot /Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Wie findest du Gaming?

(b) Wie hast du gestern dein Handy benutzt?

Questions for Picture 2

(a) Was machst du nach der Schule zu Hause?

(b) Welchen Film hast du neulich gesehen?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TELEVISION AND FILM**, for example: *Erzähl mir von deinem Lieblingsfilm.*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Wie hast du gestern soziale Netzwerke benutzt?*

(future tense) *Welchen Film möchtest du in Zukunft sehen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task HPT12

Thematic context: Media and technology

Picture 1

(Source: 991174378 © Maskot /Getty Images)

Picture 2

(Source: MAPWI123376 © Education Images/Contributo/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

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Instructions to teacher

Picture task HPT12

Thematic context: Media and technology

Picture 1

(Source: 991174378 © Maskot/Getty Images)

Picture 2

(Source: MAPWI123376 © Education Images/ Contributo/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was machst du nach der Schule zu Hause?

(b) Welchen Film hast du neulich gesehen?

Questions for Picture 2

(a) Was ist deine Meinung zum Internet?

(b) Was hast du letzte Woche mit deinen Freunden online gemacht?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **MUSIC**, for example: *Welche Musik hörst du am meisten?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Wie hast du gestern soziale Netzwerke benutzt?*

(future tense) *Welchen Film möchtest du in Zukunft sehen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task HPT13

Thematic context: Studying and my future

Picture 1

(Source: 1411407767 © Rafa Fernandez Torres/Getty Images)

Picture 2

(Source: MAPWI123380 © kali9/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

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Instructions to teacher

Picture task HPT13

Thematic context: Studying and my future

Picture 1

(Source: 1411407767 © Rafa Fernandez Torres/ Getty Images)

Picture 2

(Source: MAPWI123380 © kali9/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Wie findest du Lernen in einer Gruppe?

(b) Was hast du gestern im Unterricht gemacht?

Questions for Picture 2

(a) Was meinst du zum Lernen mit einem Computer?

(b) Was hast du gestern in der Pause gemacht?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **EXTRA CURRICULAR ACTIVITIES**, for example: *Was denkst du über Klassenfahrten?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Erzähl mir von einer Schulveranstaltung im letzten Jahr.*

(future tense) *Wie wird dein idealer Job in der Zukunft aussehen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task HPT14

Thematic context: Studying and my future

Picture 1

(Source: MAPWI123380 © kali9/Getty Images)

Picture 2

(Source: MAPWI123381 © kali9/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

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Instructions to teacher

Picture task HPT14

Thematic context: Studying and my future

Picture 1

(Source: MAPWI123380 © kali9/Getty Images)

Picture 2

(Source: MAPWI123381 © kali9/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was meinst du zum Lernen mit einem Computer?

(b) Was hast du gestern in der Pause gemacht?

Questions for Picture 2

(a) Was meinst du zur Arbeit mit einem Computer?

(b) Was hast du neulich in einer Gruppe gemacht?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **STUDYING**, for example: *Wie findest du Prüfungen in der Schule?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Erzähl mir von einer Schulveranstaltung im letzten Jahr.*

(future tense) *Wie wird dein idealer Job in der Zukunft aussehen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task HPT15

Thematic context: Studying and my future

Picture 1

(Source: MAPWI123381 © kali9/Getty Images)

Picture 2

(Source: 1411407767 © Rafa Fernandez Torres/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

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Instructions to teacher

Picture task HPT15

Thematic context: Studying and my future

Picture 1

(Source: MAPWI123381 © kali9/Getty Images)

Picture 2

(Source: 1411407767 © Rafa Fernandez Torres/ Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was meinst du zur Arbeit mit einem Computer?

(b) Was hast du neulich in einer Gruppe gemacht?

Questions for Picture 2

(a) Wie findest du Lernen in einer Gruppe?

(b) Was hast du gestern im Unterricht gemacht?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about their **SCHOOL LIFE**, for example: *Was ist deine Meinung zum Teamsport?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Erzähl mir von einer Schulveranstaltung im letzten Jahr.*

(future tense) *Wie wird dein idealer Job in der Zukunft aussehen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task HPT16

Thematic context: Travel and tourism

Picture 1

(Source: MAPWI123382 Pearson Asset Library)

Picture 2

(Source: MAPWI123383 © sturti/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

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Instructions to teacher

Picture task HPT16

Thematic context: Travel and tourism

Picture 1

(Source: MAPWI123382 Pearson Asset Library)

Picture 2

(Source: MAPWI123383 © sturti/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Wo möchtest du Urlaub machen?

(b) Was hast du in den letzten Schulferien gemacht?

Questions for Picture 2

(a) Mit wem möchtest du Urlaub machen?

(b) Was hast du letztes Jahr in deiner Gegend besichtigt?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TRAVELLING ABOUT**, for example: *Wie ist deine Meinung zu öffentlichen Verkehrsmitteln?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Erzähl mir von einem Besuch am Meer oder in einer Stadt in der Vergangenheit.*

(future tense) *Wohin wird deine Traumreise in der Zukunft sein?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task HPT17

Thematic context: Travel and tourism

Picture 1

(Source: MAPWI123383 © sturti/Getty Images)

Picture 2

(Source: MAPWI123387 © Ground Picture/Shutterstock)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

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Instructions to teacher

Picture task HPT17

Thematic context: Travel and tourism

Picture 1

(Source: MAPWI123383 © sturti/Getty Images)

Picture 2

(Source: MAPWI123387 © Ground Picture/Shutterstock)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Mit wem möchtest du Urlaub machen?

(b) Was hast du letztes Jahr in deiner Gegend besichtigt?

Questions for Picture 2

(a) Was machst du mit Freunden im Sommer?

(b) Wohin bist du neulich mit Freunden gefahren?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **ACCOMMODATION**, for example: *Was meinst du zum Urlaub in einem Hotel?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Erzähl mir von einem Besuch am Meer oder in einer Stadt in der Vergangenheit.*

(future tense) *Wohin wird deine Traumreise in der Zukunft sein?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Turn over ▶

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Candidate STIMULUS

Picture task HPT18

Thematic context: Travel and tourism

Picture 1

(Source: MAPWI123387 © Ground Picture/Shutterstock)

Picture 2

(Source: MAPWI123382 Pearson Asset Library)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1GN1/1H**

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

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Instructions to teacher

Picture task HPT18

Thematic context: Travel and tourism

Picture 1

(Source: MAPWI123387 © Ground Picture/ Shutterstock)

Picture 2

(Source: MAPWI123382 Pearson Asset Library)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) Was machst du mit Freunden im Sommer?

(b) Wohin bist du neulich mit Freunden gefahren?

Questions for Picture 2

(a) Wo möchtest du Urlaub machen?

(b) Was hast du in den letzten Schulferien gemacht?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TOURIST ATTRACTIONS**, for example: *Was ist deine Meinung zu Freizeitparks?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Erzähl mir von einem Besuch am Meer oder in einer Stadt in der Vergangenheit.*

(future tense) *Wohin wird deine Traumreise in der Zukunft sein?*

GCSE German Speaking Higher tier

Paper 1 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be heard in the student's response for that band. As an examiner you must be positive in your approach; look for opportunities to reward rather than penalise.

- When assigning a level, you should consider the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band. You should then use the variability of the response to help decide the mark within the band. For example, if the response is predominantly band 5–6 with a small amount of band 7–8 material, it would be placed in band 5–6 but be awarded a mark but be awarded a mark of 6 because of the band 7–8 content.

- You must also use the *Additional guidance*, exemplification of live scripts issued at standardisation and your professional judgement to decide which band is most appropriate.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.

- You will decide on the mark to award based on the quality of the response; you will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points. The number of bullet points in the band descriptor does not directly correlate to the number of marks in the band.

Additional guidance

Interaction between AO1/AO2 and AO3 marks (Picture task with conversation only)

- The response to spoken language (AO1) and response to stimulus marks (AO2) do not limit the mark for linguistic knowledge and accuracy (AO3), except where a student produces a response that is wholly irrelevant to the task set. In this circumstance, 0 marks for both (AO1)/(AO2) and (AO3) will be awarded.
- Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

Errors (AO3 grids: Picture task with conversation only)

A minor error - inaccurate but does not prevent meaning, i.e. the message may take time to understand but is still understood (see tables below).
A *major error -* inaccurate and prevents meaning, i.e. the message cannot be understood (see tables below).

Minor errors – inaccurate but do not prevent meaning	
Adjective agreement	Sie trägt ein **weiß** Hut. Der Himmel ist **blaues.**
Gender	**Mein** Stadt ist klein
Contractions	Es gibt einen Park **im** meiner Gegend.
Word order (incorrect)	In Zukunft ich **werde studieren** in Deutschland. Ich wohne gern hier, weil **es ist** ruhig.
Mother-tongue interference	Meine Mutter ist **eine** Lehrer. Ich gehe **auf** Fuß zur Schule.
Wrong case	Wir gehen **in der** Stadt. Es gibt **einem** Supermarkt.
Relative pronouns	Ich habe einen Bruder, **die** jünger ist.
Constructions	Ich gehe in die Stadt **zu kaufen** eine Jacke. Ich habe **zu machen** meine Hausaufgaben.

Major errors – inaccurate and prevent meaning	
Incorrect verb formation	Wir **gehst** oft ins Kino. Wir **gegehen** heute einkaufen. Ich wurde ins Ausland **gefahren**.
Tenses (incorrect)	**Morgen hat er** Musik **gehört.**
Vocabulary	Ich mag Eis und meine Freundin mag es **zu**. Ich **du** viel Sport.
Use of infinitive instead of conjugated verb	Yusuf **spielen** Fußball.
Mismatch of subject and possessive adjectives	Ich bewege **dich** im Park.
Mother-tongue interference	Wir **gern** Horrorfilme. Ich lese das **Papier**. Ich kaufe viel **books.**

NB: these are examples only and do not constitute a finite list. Some errors may fall into more than one category.

Glossary of terms
AO2 grid (Picture description task only):

Addressed *(Bullet points)*: the mark grids for AO2 indicate the minimum number of bullet points in the task that **must** be addressed before a student may be placed in any particular band. A bullet point in a task will be considered addressed if there is evidence of a response to it. There is no requirement for equal development of the bullet points.

Before awarding a mark, examiners should consider coverage of the task bullet points alongside the other assessment criteria in the band, as a best fit in a lower band may be more appropriate. For example, a student who addresses all three task bullet points in the picture task will not automatically be placed in one of the top two bands; they may be placed in one of the bottom two bands if they do not meet the other requirements for development of ideas and comprehensibility. Candidates may address the task bullet points in any order.

AO1 and AO2 grids (Picture task and conversation)

Development refers to additional detail, reasoning, justification and/or elaboration on key points.

Comprehensible relates to how easy it is to understand the main points and ideas of the response as a whole. Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

AO3 grids (Picture task and conversation)

Complex language includes features such as:

- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word order that is very different to English in form and/or function.

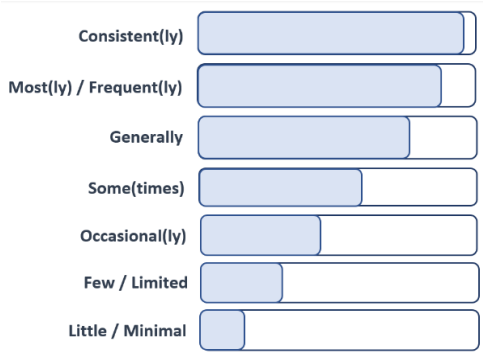
Variety refers to the range of vocabulary and grammatical structures **listed in the specification** for each tier. Any grammatical structures or vocabulary used that is outside of these lists is rewarded with equal (but not extra) credit.

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Equally, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.

Timeframes refers to expressions of past, present and future. Various tenses can be used to express a timeframe. For example, the present tense in the following sentence is used to express a future timeframe: 'I'm seeing my friends next week.' In the following sentence a future tense is used to express a future timeframe: "I will go to the cinema".

Differentiation terms within the mark scheme (AO1, AO2 and AO3 grids: all questions)

As guidance, the illustration gives an indication of the relative relationship of terms used in the mark grids.



Note: The illustration should be referred to in conjunction with individual mark grids as each term does not necessarily equate to high or low marks. For example, although *"**frequent** development…"* equates to higher marks *"**frequent** errors…"* would conversely equate to lower marks.

Assessment criteria for the Higher tier – Task 1

Read aloud – Higher tier (12 marks)

Part 1 Read aloud (8 marks)

Students will read aloud a short text. There is one mark grid to be applied to this task. The mark grid is used to assess the clarity and comprehensibility of pronunciation based on knowledge and understanding of Sound Symbol Correspondences (SSCs). Examiners **must** use the specific *Guidance on application of read-aloud mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Part 1 – Read aloud – Higher tier

Mark	Descriptor (AO1)
7–8	Pronunciation is consistently clear and comprehensible, any lapses in SSCs have no impact on the message.
5–6	Pronunciation is clear and comprehensible, lapses in SSCs have minimal impact on the message.
3–4	Pronunciation is generally clear and comprehensible; lapses in SSCs have limited impact on the message.
1–2	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
0	No rewardable material.

Guidance on application of read-aloud mark grid

The read aloud will be marked holistically, taking into account the whole text that is read out. Students will not be assessed on the quality of their German accent. Anglicised accents will not impact on success as long as pronunciation is clear and comprehensible, and SSCs are accurate. When assessing the read aloud, examiners should not initially look at the text when they are listening, but should assess the pronunciation based on how much they can understand of what the student says. Examiners should then check the text for any areas of uncertainly.

To exemplify application of the marking criteria for the read aloud text, HRA1 has been selected to demonstrate how lapses in pronunciation of single or multiple sounds (SSCs) impact negatively on comprehensibility. This guidance should be viewed in conjunction with the student and teacher cards and the assessment criteria in the mark grid.

HRA1

Ich versuche, gesund zu bleiben.
Jeden Tag treibe ich Sport in einem Klub in der Stadt.
Am besten spiele ich Tennis und im Sommer nehme ich an vielen Wettbewerben in unserem Verein teil.
Meiner Meinung nach ist es wichtig, regelmäßig Bewegung zu haben, damit man das Leben mehr genießen kann.

Examples of how lapses in SSCs impact on comprehensibility and cause the message to break down.

Original text	Transcription of mispronunciation	Impact
versuche	wersatch	Mispronunciation of single or multiple sounds, creating words that cannot be recognised, rendering them incomprehensible.
Freizeitclub	Freesiteclab	
Wettbewerben	wuetbiwurben	
viele	weil	Mispronunciation creating a completely different (German) word that makes the message unclear.
teil	teel	
regelmäßig	redgelmessy	
damit	dammit	
zu	zoo	
bleiben	bleeben (could be imperfect)	Mispronunication of ei/ie impacting on the comprehensibility of words and tenses.
treibe	treebe (could be imperfect or subjunctive)	
Club	English pronunciation	The English pronunciation of these cognates would make it more difficult for the message to be understood.
Sport		

Part 2 – Short interaction based on text – Higher tier (4 marks)

Students will answer two short questions based on the text they have read aloud. The mark grid is applied once to each response. There is a maximum of 2 marks for each answer. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded. Examiners **must** use the specific *Guidance on application of mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Guidance on application of mark grid

To exemplify application of the marking criteria for the short interaction, read aloud HRA1 has been selected to demonstrate a possible range of performance. This guidance should be viewed in conjunction with the student and teacher cards, and the assessment criteria in the mark grid.

Question 1: Was machst du gern für deine Gesundheit?

Mark	Possible responses	Application of mark descriptor
2	Ich gehe dreimal pro Woche joggen.	Response fully communicated.
1	Schwimmen.	Partially communicated but a one-word response; this does not fully communicate what the student does in order to keep healthy.
0	Sehr gut.	No rewardable material.

Question 2: Was ist deine Meinung zum Teamsport ?

Mark	Possible responses	Application of mark descriptor
2	Ich finde Teamssport sehr wichtig, weil ich dabei fit bleibe.	Response fully communicated. The candidate has answered the question and supported the opinion with appropriate information.
1	Meine Meinung sehr gut.	Ambiguous. The response is partially communicated with evidence of an opinion, although the omission of a verb phrase delays the communication.
0	Ich keine Meinung.	No rewardable material.

Assessment criteria for the Higher tier – Task 2

Role play – Higher tier (10 marks)

There is one mark grid to be applied to this task. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role-play cards. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded. Examiners **must** use the specific *Guidance on application of the mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Guidance on application of the role play mark grid

To exemplify application of the marking criteria, Higher role play 2 (HRP2) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the student and teacher cards, and the assessment criteria.

Higher role play card 2 (HRP)

You are in a hotel and you are complaining about your room. I will play the part of the receptionist.

Prompt 1: Say what the problem is.

Question: Guten Tag. Kann ich Ihnen helfen?

Mark	Descriptor	
2	**Mein Zimmer zu laut ist.**	**Der Fernseher in meinem Zimmer ist kaputt.**
	Despite the incorrect word order, the response is fully communicated.	The response is fully communicated.
1	**Bett klein.**	**Kein Wasser**.
	The response is ambiguous. In the context of a hotel, a sympathetic native speaker would understand what the candidate wants, even in the absence of a verb.	The response is partially communicated. The candidate does not state that the problem is in their room.
0	**Schlecht.**	**Problem.**
	No rewardable communication. The candidate is giving an opinion but does not say what the problem is.	No rewardable communication.

Prompt 2: Say where your room is.

Question: Wo ist Ihr Zimmer ?

Mark	Descriptor	
2	**Mein Zimmer zweiter Stock ist.**	**Mein Zimmer ist im Erdgeschoss.**
	Despite inaccuracy in the word order, the answer to the question is fully communicated.	The response is fully communicated.
1	**Wo ist Zimmer erster Stock.**	**Ich bleibe neben Restaurant.**
	Response partially communicated. The use of *Wo ist* causes ambiguity.	Some ambiguity. The candidate is trying to indicate where they are staying, but the use of *bleibe* in conjunction with *Resaurant* is ambiguous.
0	**Ich bleibe zehn Tage.**	**Das Zimmer toll ist.**
	No rewardable communication.	No rewardable communication. The candidate has not answered the question.

Prompt 3: Say when you will be going out today.

Question: Wann werden Sie heute weggehen?

Mark	Descriptor	
2	**Um zwei Uhr.**	**In zehn Minuten.**
	Response fully communicated.	Response fully communicated.
1	**Heute später eine Stunde.**	**Wann weggehen um drei.**
	Some ambiguity because of the confused wording but possible eventually to infer they're going out in an hour.	Some ambiguity because of repetition of part of the question, difficult to understand immediately.
0	**Nächste Woche**	**Morgen**
	No rewardable communication. Has misunderstood the question and has not responded to 'heute'.	No rewardable communication. Has misunderstood the question and has not responded to 'heute'.

Prompt 4: Ask a question about things to do in the region.

Question: Haben Sie eine Frage?

Mark	Descriptor	
2	**Was gibt es hier zu tun ?**	**Ich will wandern, möglich hier?**
	The response is fully communicated.	The response is fully communicated; the candidate has stated clearly what they want to do even though there's no verb in second clause.
1	**Was in der Region?**	**Region ist fantastisch?**
	The response is ambiguous because of the word order and lack of a verb.	The response is partially communicated. The student hasn't asked clearly what there is to do but a sympathetic listener would be able to imply that they would like to know.
0	**Ist die Stadt teuer ?**	**Region hier.**
	No rewardable communication. The candidate has asked a question about the town, but not asked what there is to do there.	No rewardable communication.The student has not asked a question.

Prompt 5: Ask a question about transport.

Question: Haben Sie noch eine Frage ?

Mark	Descriptor	
2	**Gibt es einen Bus in die Stadt?**	**Bahnhof hier?**
	The response is fully communicated.	The response is fully communicated.
1	**Frage Bahnhof?**	**Was ist gutes Transport hier?**
	Ambiguous because of the unclear wording, difficult to understand immediately.	Ambiguous because of the unclear wording, difficult to understand immediately.
0	**Nachtklub.**	**Ich mag Wien.**
	No rewardable communication. The candidate has not asked a question and it does not relate to transport.	No rewardable communication. No rewardable communication. The candidate has not asked a question and it does not relate to transport.

Assessment criteria for the Higher tier – Task 3

Picture task – Higher tier (28 marks)

Part 1 – Picture description task (8marks)

For this task, students are required to describe a picture. There are two mark grids to be applied to this task:

- Response to stimulus
- Linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Examiners **must** use the *Additional guidance*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus			AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**		**Mark**	**Descriptor**
4	• All three bullet points addressed. • Consistent, detailed development of ideas to describe different, relevant aspects of the picture. Response is easily comprehensible; it is rare that the message is not immediately clear.		4	• Wide range of relevant vocabulary and grammatical structures. • Consistently accurate use of language, any errors are minor.
3	• All three bullet points addressed. • Frequent development of ideas, some of which is detailed, to describe different, relevant aspects of the picture. • Response is comprehensible; the occasional message may be unclear/difficult to understand immediately.		3	• A variety of relevant vocabulary and grammatical structures. • Mostly accurate use of language; some minor errors.
2	• Two or more bullet points addressed. • Ideas are generally developed, to describe different, relevant aspects of the picture. • Response is generally comprehensible; some messages may be unclear.		2	• Some variety of vocabulary and grammatical structures. • Generally accurate use of language; some minor errors, there may be an occasional major error.
1	• Two or more bullet points addressed. • Some development of ideas to describe different, relevant aspects of the picture. Response is comprehensible in some parts; the message may occasionally break down.		1	• Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some of them major.
0	No rewardable material.		0	No rewardable material.

Part 2 – compulsory questions relating to the picture (4 marks)
Students will answer two short questions related to the picture. The mark grid is applied once to each response. There is a maximum of 2 marks for each answer. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Part 3 – conversation (16 marks)

For this task, students will take part in a short conversation. There are two mark grids to be applied to this task:
- AO1: Response to spoken language
- AO3: Linguistic knowledge and accuracy.

Examiners **must** use the *Additional guidance*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO1: Response to spoken language			AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**		**Mark**	**Descriptor**
10–12	• Gives consistently relevant responses to questions. • Develops ideas throughout with consistently extended sequences of speech. • Response is easily comprehensible; it is rare that the message is not immediately clear.		4	• Wide range of vocabulary and grammatical structures, frequent use of complex language. • Consistently successful use of three timeframes. • Consistently accurate use of language, any errors are minor.
7–9	• Gives frequently relevant responses to questions. • Develops ideas with frequently extended sequences of speech. • Response is comprehensible; the occasional message may be unclear/difficult to understand immediately.		3	• A variety of vocabulary and grammatical structures, some use of complex language. • Frequently successful use of at least two timeframes. • Accurate use of language; some minor errors.
4–6	• Gives some relevant responses to questions. • Develops ideas with some extended sequences of speech. • Response is generally comprehensible; some messages may be unclear.		2	• Some variety of vocabulary and grammatical structures, occasional use of complex language. • Generally successful use of at least two timeframes. • Generally accurate use of language; some minor errors, there may be an occasional major error.
1–3	• Gives occasional relevant responses to questions. • Develops ideas with occasionally extended sequences of speech. • Response is comprehensible in some parts; the message may occasionally break down.		1	• Occasional variety of vocabulary and straightforward grammatical structures. • Some successful use of timeframes, occasional slip in more complex constructions. • Some clear and accurate use of language; some major and minor errors.
0	No rewardable material.		0	No rewardable material.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 60 minutes, which includes 5 minutes' reading time

Paper reference **1GN1/2H**

German

PAPER 2: Listening and understanding in German

Higher Tier

Transcript

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SECTION A

Listening comprehension

Holiday destination

Question 1

M2: Für viele Touristen sind große Städte, zum Beispiel Berlin oder München, zu laut und die Küste zu kalt. Sie können einfach ein Zimmer in unserem ruhigen Berghotel reservieren! Hier finden Sie keinen Strand, aber man kann mit der Familie wandern gehen!

Using technology

Question 2

F1: Ich habe eine neue Spielkonsole. Ich habe sie in einem lokalen Geschäft gekauft. Ich gehe nicht gern zum Einkaufszentrum und ich kaufe nichts online. Meine Schwester spielt auch, wir teilen die Spielkonsole am Wochenende. Ich spiele Videospiele nach der Schule mit meinen Freundinnen. Das macht Spaß. Ich benutze soziale Netzwerke und chatte oder streame Filme mit meinem Freund. Ich höre lieber Musik allein. Meine Eltern interessieren sich nur für langweilige Sendungen. Ich sehe nie fern.

A good friend

Question 3

F1: Ich habe Johanna in der Schule kennengelernt. Jeden Sonntag spielen wir Rollstuhltennis zusammen. Das ist unser Lieblingssport. Wir waren letztes Jahr auf einer tollen Klassenfahrt in Wien. Wir haben viele wunderbare Konzerte und schöne Museen besucht. Johanna hat schon ihren Beruf gewählt. In der Zukunft will sie als Polizistin arbeiten.

Feeling good

Question 4

F1: Felix?

M2: Ich finde den Unterricht einfach, aber Prüfungen sind für mich schwierig. Letzte Woche habe ich aber mit meiner Lehrerin gesprochen und es geht mir jetzt besser.

F1: Katharina?

F2: Ich bin nicht gern allein, aber wenn meine Schwester zu Hause ist, bin ich viel glücklicher.

F1: Yusuf?

M1: Weil ich Fußball in meiner Mannschaft spiele, sehe ich die anderen Spieler oft. Aber sie sind auf einer anderen Schule.

Buying clothes

Question 5

M1: Hast du dein blaues Hemd neulich gekauft, Mila?

F1: Ja, und es war echt teuer, aber meine Oma Linda hat dafür bezahlt.

M1: Wo kaufst du ein, Matteo?

M2: Manchmal online, aber meistens auf dem Markt. Sie verkaufen dort alles, was ich brauche.

M1: Und du, Emily?

F2: Die neueste Mode gefällt mir überhaupt nicht. Ich gehe selten einkaufen.

A busy weekend

Question 6

M1: Wir haben die Kunstausstellung gestern spannend gefunden, aber die Bibliothek war langweilig. Leider war der Freizeitpark sehr klein, aber das Schloss hat uns gut gefallen. Mein Freund hat morgen einen Besuch im Stadion geplant und freut sich darauf. Ich bleibe in der Stadtmitte und gehe dort einkaufen. Das macht mehr Spaß.

Jobs

Question 7

F1: Lukas?

M2: Durch meine Videos werde ich berühmt. Ich mache sie gern. Der Druck durch diese Arbeit gefällt mir aber nicht. Negative Kritik von Zuschauern ist auch nicht toll.

F1: Anna?

F2: Ich höre nicht gut, aber das ist bei meinem Traumjob kein Problem. Ich arbeite mit Tieren, weil ich sie liebe. Leider werden meine Augen rot, wenn ich bei Katzen bin. Ich mag es nicht, dass ich allergisch bin, weil ich Katzen liebe.

F1: Milan?

M1: Ich habe eine Stelle in der Filmindustrie. Dokumentarfilme interessieren mich, denn ich mag über andere Kulturen lernen. Aber Reisen ist kompliziert, weil ich nicht gern fliege!

Entertainment

Question 8

Question 8(a)

M1: Elif?

F2: Nächstes Jahr werde ich in einem Horrorfilm spielen. Mein Traum ist in der Zukunft in einem Musical mitzuspielen. Mein letzter Film, eine Komödie, war ein großer Erfolg. Ich suche interessante Rollen, aber am wichtigsten für mich sind die anderen Schauspieler. Es ist so notwendig, mit ihnen ein fantastisches Verhältnis zu haben. Manchmal gebe ich Interviews. Ich spreche über meine Filme. Es ist sehr langweilig, aber ich finde meine Arbeit vor allem spannend.

Question 8(b)

M1: Noah?

M2: In der Stadt haben wir ein wunderbares Kino mit interessanten Filmen. Leider gehe ich nur selten dahin, weil die Karten so viel kosten. Die besten Filme sind bald im Fernsehen – ich sehe fast immer einen Film am Wochenende. Meine Freunde haben mir einen Artikel über einen Film empfohlen. Ich habe den Film gestern gestreamt. Heute Abend diskutieren wir den Film. Einmal im Jahr gehe ich mit meiner Familie ins Theater. Das ist toll.

Cycling

Question 9

Question 9(a)

F1: Radfahren ist gesund. Normalerweise fahre ich jeden Tag Rad. Letzte Woche war ich aber krank und musste zu Hause bleiben. Weil ich Mitglied eines Vereins in unserer Stadt bin, habe ich viele Leute kennengelernt. Letzten Monat haben wir zusammen an einem Wettbewerb teilgenommen – leider hat unser Verein nicht gewonnen. Radfahren mit anderen tut mir gut – geistig und körperlich. Der einzige Nachteil ist, dass ich äußerst müde bin, wenn ich nach Hause komme.

Question 9(b)

F1: Sportliche Menschen versuchen, jeden Tag frisches Obst und Gemüse zu essen. Sie sollten rotes Fleisch vermeiden. Sie essen lieber Fisch, weil das viel gesünder ist. Bei einem langen Wettbewerb sollten sie Schokolade, Obst oder Butterbrote mitnehmen. Wenn sie weniger als zehn Kilometer fahren, dann brauchen sie kein Essen. Ärzte empfehlen, nicht sofort eine ganze Flasche Wasser zu trinken, sondern langsam und regelmäßig, auch im Sommer. Wenn man oft Rad fährt, braucht man viel Energie. Deshalb muss man immer genug schlafen.

SECTION B

Dictation

Instructions

- You will listen to six short sentences.
- For sentences 1 and 2 you must write down the missing words that you hear in the gaps provided.
- For each gap you must write one word in German.
- For sentences 3 to 6 you must write down the whole sentence that you hear in the spaces provided, in German.
- For each sentence there will be between five and seven words.
- The number of each sentence will be announced.
- You will hear each sentence three times.

Question 10

You are going to hear someone talking about holidays.

Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap you will write one word **in German**.

Example: Ich reise sehr oft in die Berge.

1 Die Unterkunft* im Urlaub ist sehr wichtig.

2 Mein Zimmer muss Dusche* und Radio* haben.

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in German**.

Example: Ich treibe sehr viel Sport am Strand.

3 Ich suche immer neue Hotels.

4 Ich gehe am See spazieren.

5 Die Landschaften in Österreich sind so schön.

6 Nächstes Jahr fahre ich mit dem Wagen.

* Non-vocabulary list words

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Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 60 minutes, which includes 5 minutes' reading time

Paper reference **1GN1/2H**

German

PAPER 2: Listening and understanding in German

Higher Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- All questions in Section A (Listening comprehension) are set in English and must be answered in English.
- The task in Section B (Dictation) is set in German.
- Answer the questions in the spaces provided – *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Use the third play of the recording and/or the additional time given at the end of each extract to check your answer.

Turn over ▶

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Instructions

Section A: Listening comprehension

- You will hear each extract three times. Each extract will end with one, two or three beeps. There will be a pause between each question.
- You may write at any time during the test.

Section B: Dictation

- You will write in German what you hear in the spaces provided.
- The number of each sentence will be announced.
- You will hear each sentence three times. You may write at any time during the test. There will be a pause between each question.
- You will have 2 minutes to check your answers at the end of this section.

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

Listening comprehension

Holiday destination

1 Listen to an advert for a hotel.

What do you learn?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

(a) Many tourists find cities too …

(1)

☒	**A** dangerous.
☒	**B** expensive.
☒	**C** noisy.

(b) This hotel is …

(1)

☒	**A** in the mountains.
☒	**B** on the coast.
☒	**C** in a town.

(c) During your stay you could go …

(1)

☒	**A** swimming.
☒	**B** running.
☒	**C** hiking.

(Total for Question 1 = 3 marks)

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Using technology

2 Chris is talking about her use of technology.

What does she say?

Complete the gap in each sentence using a word or phrase from the box below. There are more words/phrases than gaps.

online	at the shopping centre		in a local shop
boyfriend	sister	parents	friends
uses social media	listens to music	watches TV	streams films

(a) Chris bought her new games console ..... .

(1)

(b) She shares it with her ..... at the weekend.

(1)

(c) After school, she plays video games with her ..... .

(1)

(d) She ..... on her own.

(1)

(e) She never ..... .

(1)

(Total for Question 2 = 5 marks)

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A good friend

3 Lena is talking about her friendship with Johanna in an interview.

What does she mention?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

☒	**A** school work
☒	**B** sport
☒	**C** school trip
☒	**D** park
☒	**E** tourist office
☒	**F** future career

(Total for Question 3 = 3 marks)

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Feeling good

4 Felix, Katharina and Yusuf are talking in a podcast.

What do they say?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

(a) Felix finds lessons …

(1)

☒	**A** interesting.
☒	**B** enjoyable.
☒	**C** easy.

(b) Felix's teacher …

(1)

☒	**A** makes exams difficult.
☒	**B** has been ill.
☒	**C** made him feel better.

(c) Katharina's sister …

(1)

☒	**A** is often lonely.
☒	**B** makes her happier.
☒	**C** is never at home.

(d) Yusuf's football team players are …

(1)

☒	**A** in another school.
☒	**B** always there for him.
☒	**C** better than him.

(Total for Question 4 = 4 marks)

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Buying clothes

5 Mila, Matteo and Emily are talking about shopping.

What do they say?

Listen to the recording and complete the following tables **in English**. You do not need to write in full sentences.

(a)

Mila	
How granny helped	.....

(1)

(b)

Matteo	
Where he shops most often	.....

(1)

(c)

Emily	
What she thinks of fashion	.....

(1)

(Total for Question 5 = 3 marks)

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A busy weekend

6 Arda and his boyfriend are spending the weekend together.

What do they do?

Complete the gap in each sentence using a word or phrase from the box below. There are more words/phrases than gaps.

castle	theme park	exhibition	library
going shopping	visiting the stadium	going to the city centre	

(a) Arda and his boyfriend enjoyed the .....

and the ..... .

(2)

(b) His boyfriend is looking forward to ..... .

(1)

(Total for Question 6 = 3 marks)

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Jobs

7 Lukas, Anna and Milan are talking about their jobs.

What do they like and dislike?

Listen to the recording and complete the following tables **in English**. You do not need to write in full sentences.

(a) Lukas

Like (1 detail)	.....	**(1)**
Dislike (1 detail)	.....	**(1)**

(b) Anna

Like	.....	**(1)**
Dislike (1 detail)	.....	**(1)**

(c) Milan

Like (1 detail)	.....	**(1)**
Dislike	.....	**(1)**

(Total for Question 7 = 6 marks)

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Entertainment

8 Elif and Noah are talking about films.

What do they say?

Listen to the recordings and complete the sentences by putting a cross ☒ in the correct box for each question.

(a) Elif

(i) Elif has already played a part in a …

(1)

☒	**A** musical.
☒	**B** horror film.
☒	**C** comedy.

(ii) She says the most important thing is the …

(1)

☒	**A** other actors.
☒	**B** interviews.
☒	**C** role she plays.

(iii) She finds her job …

(1)

☒	**A** exciting.
☒	**B** tiring.
☒	**C** hard.

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(b) Noah

(i) Noah rarely watches films …

(1)

☒	**A** on television.
☒	**B** in the cinema.
☒	**C** on his laptop.

(ii) This evening he will …

(1)

☒	**A** read about a film.
☒	**B** watch a film.
☒	**C** discuss a film.

(iii) Noah goes to the theatre every …

(1)

☒	**A** week.
☒	**B** month.
☒	**C** year.

(Total for Question 8 = 6 marks)

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Cycling

9 (a) Alina is talking about her favourite sport.

What does she say?

Listen to the recording and put a cross ☒ in each one of the three correct boxes.

Alina …

(3)

☒	**A** only cycles at weekends.
☒	**B** is in a cycling club.
☒	**C** had an accident last week.
☒	**D** took part in a competition.
☒	**E** prefers cycling alone.
☒	**F** thinks cycling improves mental health.

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(b) Alina now talks about healthy diets for cyclists.

Listen to the recording and answer the following questions **in English**. You do not need to write in full sentences.

(i) What does Alina say about red meat?

(1)

.....

(ii) When should cyclists eat chocolate?

(1)

.....

(iii) What do doctors say about water? Give **one** detail.

(1)

.....

(iv) What helps cyclists get energy?

(1)

.....

(Total for Question 9 = 7 marks)

TOTAL FOR SECTION A = 40 MARKS

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SECTION B

Dictation

10 You are going to hear someone talking about holidays.

Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap, you will write one word **in German**.

Example: Ich reise sehr

oft in die Berge .

1. Die ..... im .....

   ist sehr ..... .

2. Mein ..... muss .....

   und ..... haben.

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Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in German.

Example: Ich treibe sehr viel Sport am Strand .

3 .....

.....

4 .....

.....

5 .....

.....

6 .....

.....

(Total for Question 10 = 10 marks)

TOTAL FOR SECTION B = 10 MARKS
TOTAL FOR PAPER = 50 MARKS

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GCSE German Listening Higher tier

Paper 2 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the German script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied a German word or name.

SECTION A: LISTENING COMPREHENSION

Question number	Answer	Mark
1(a)	C	(1)

Question number	Answer	Mark
1(b)	A	(1)

Question number	Answer	Mark
1(c)	C	(1)

Question number	Answer	Mark
2(a)	in a local shop	(1)

Question number	Answer	Mark
2(b)	sister	(1)

Question number	Answer	Mark
2(c)	friends	(1)

Question number	Answer	Mark
2(d)	listens to music	(1)

Question number	Answer	Mark
2(e)	watches TV	(1)

Question number	Answer	Mark
3	B, C, F	(3)

Question number	Answer	Mark
4(a)	C	(1)

Question number	Answer	Mark
4(b)	C	(1)

Question number	Answer	Mark
4(c)	B	(1)

Question number	Answer	Mark
4(d)	A	(1)

Question number	Answer	Reject	Mark
5(a)	(she) paid for the shirt	the shirt was really expensive	(1)

Question number	Answer	Reject	Mark
5(b)	(at the) market	online	(1)

Question number	Answer	Reject	Mark
5(c)	(she) does not like (the latest) fashion/it	(she) doesn't like clothes	(1)

Question number	Answer	Mark
6(a)	**ANY ORDER** exhibition castle	 (1) (1)

Question number	Answer	Mark
6(b)	visiting the stadium	(1)

Question number	Answer	Reject	Mark
7(a)	**Like** making videos	being famous	(1)
	Dislike **EITHER** pressure **OR** (negative) critics/remarks (from viewers)		(1)

Question number	Answer	Reject	Mark
7(b)	**Like** **EITHER** animals **OR** (working with) cats		**(1)**
	Dislike **EITHER** (having) red eyes **OR** being allergic (to cats)		**(1)**

Question number	Answer	Reject	Mark
7(c)	**Like** **EITHER** documentaries **OR** (learning about) other cultures		**(1)**
7(c)	**Dislike** flying		**(1)**

Question number	Answer	Mark
8(a)(i)	C	**(1)**

Question number	Answer	Mark
8(a)(ii)	A	**(1)**

Question number	Answer	Mark
8(a)(iii)	A	**(1)**

Question number	Answer	Mark
8(b)(i)	B	**(1)**

Question number	Answer	Mark
8(b)(ii)	C	**(1)**

Question number	Answer	Mark
8(b)(iii)	C	**(1)**

Question number	Answer	Mark
9(a)	B, D, F	**(3)**

Question number	Answer	Reject	Mark
9(b)(i)	(cyclists should) avoid (eating) it		**(1)**

Question number	Answer	Reject	Mark
9(b)(ii)	**EITHER** in (a) longer competition(s) **OR** when riding more than 10 kilometres	in a competition	**(1)**

Question number	Answer	Reject	Mark
9(b)(iii)	**EITHER** (cyclists should not) drink the whole bottle at once **OR** (cyclists should) drink slowly **OR** (cyclists should) drink regularly	Isolated word: water	**(1)**

Question number	Answer	Reject	Mark
9(b)(iv)	(enough) sleep		**(1)**

Assessment criteria for Section B: Dictation

SECTION B: DICTATION

Students will listen to a series of short extracts and will transcribe what they hear into German. Students will be rewarded for each individual word spelled appropriately and which demonstrates knowledge and understanding of Sound Symbol Correspondences (SSCs). The number of rewardable words will then be given a mark on a sliding scale of 1 to 10 as shown in the grid below.

Mark	Number of rewardable words
10	28-30
9	25-27
8	22-24
7	19-21
6	16-18
5	13-15
4	10-12
3	7-9
2	4-6
1	1-3
0	0

NB: Non-capitalisation of nouns will not be penalised as it does not affect the assessment of Sound Symbol Correspondence.

Rewardable words encompass the following categories:

1. Words spelled exactly as in the transcript (NB: words in brackets are part of the rubric and are not part of the test):

    1. (Die) Unterkunft* (im) Urlaub (ist sehr) wichtig.
    2. (Mein) Zimmer (muss) Dusche* (und) Radio* (haben).
    3. Ich suche immer neue Hotels.
    4. Ich gehe am See spazieren.
    5. Die Landschaften in Österreich sind so schön.
    6. Nächstes Jahr fahre ich mit dem Wagen.

2. In acknowledgement that some SSCs have the same sound but different spellings, any spellings that do not change the pronunciation of the word and where the word is still recognisable, are rewarded. Examples of **sound spellings** that will be rewarded:
    - same sound but different spelling: *sint* instead of *sind*; *gesunt* instead of *gesund*
    - double consonants: *Sparggel* instead of *Spargel*; *mitt* instead of *mit*

* Non-vocabulary list words

Non-rewardable spellings encompass the following categories:

3. Mis-spellings due to incorrect application of SSCs, even if the word looks recognisable, e.g. *Kase* instead of *Käse; schon* instead of *schön*. If in doubt, examiners should read the words the students have written back out loud to themselves, using the correct SSC for the written symbols, to ensure that the spelling produces the correct sound.

4. Mis-spellings which are written phonetically, and which may contain appropriate SSCs, but which are so inaccurate that the words are unrecognisable if seen on their own in isolation, outside the context of the sentence, e.g. *Kese* (*Käse*) outside the sentence *Ich mag den Käse nicht; seh* in the sentence *Ich gehe am See spazieren*. If in doubt, examiners should write the word out separately and ask themselves if they would understand the word if written in isolation.

Exemplification of mark scheme

Key to the script used in example student answers:

Category 1 (rewardable): words spelled exactly as in the transcript (no bold, strikethrough or italics)

Category 2 (rewardable): recognisable words with SSCs that have the same sound but different spellings (***bold and italics***)

Category 3 (non-rewardable): words with mis-spellings due to incorrect application of SSC (~~*italics and strikethrough*~~)

Category 4 (non-rewardable): words written phonetically but which are not recognisable out of context (~~strikethrough)~~

(Words in brackets are part of the rubric and are not part of the test)

Example student answer	Number of rewardable words in all categories	Rewardable Category 1 (words written exactly as in the transcript)	Rewardable Category 2 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 3 (words with mis-spellings due to incorrect application of SSC)	Non-rewardable Category 4 (words written phonetically but which are not recognisable out of context)
Example 1	**Total: 28/30**				
(Die) Unterkunft (im) Urlaub (ist sehr) wichtig.	**3**	Unterkunft Urlaub wichtig			
(Mein) Zimmer (muss) ~~***düsche***~~ (und) Radio (haben).	**2**	Zimmer Radio		~~***düsche***~~	
Ich suche immer neue Hotels.	**5**	Ich suche immer neue Hotels			
Ich gehe am See spazieren.	**5**	Ich gehe am See spazieren			
Die ***lantschaften*** in ***Östereich sint*** so ~~*schon.*~~	**6**	Die in so	***lantschaften*** ***Östereich*** ***sint***	~~*schon*~~	
Nechstes Jahr fahre ich mit dem Wagen.	**7**	Jahr fahre ich mit dem Wagen	***Nechstes***		

Example student answer	Number of rewardable words in all categories	Rewardable Category 1 (words written exactly as in the transcript)	Rewardable Category 2 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 3 (words with mis-spellings due to incorrect application of SSC)	Non-rewardable Category 4 (words written phonetically but which are not recognisable out of context)
Example 2	**Total: 20/30**				
(Die) ~~*Unterkünft*~~ (im) Urlaub (ist sehr) wichtig.	**2**	Urlaub wichtig		~~*Unterkünft*~~	
(Mein) Zimmer (muss) dusche (und) radio (haben).	**3**	Zimmer dusche radio			
Ich suche immer ~~*neuer Hotles.*~~	**3**	Ich suche immer		~~*neuer*~~ ~~*Hotles*~~	
Ich gehe am ~~seh~~ ***spatzieren***.	**4**	Ich gehe am	***spatzieren***		~~seh~~
Die ~~*Landschaftung*~~ in ~~*Öterriech sin*~~ so schön.	**4**	Die in so schön		~~*Landschaftung*~~ ~~*Öterriech*~~ ~~*sin*~~	
~~*Nachste*~~ Jahr fahre ich mit ~~*den Wargen*~~.	**4**	Jahr fahre ich mit		~~*Nachste*~~ ~~*den*~~ ~~*Wargen*~~	

Example student answer	Number of rewardable words in all categories	Rewardable Category 1 (words written exactly as in the transcript)	Rewardable Category 2 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 3 (words with mis-spellings due to incorrect application of SSC)	Non-rewardable Category 4 (words written phonetically but which are not recognisable out of context)
Example 3	**Total: 11/30**				
(Die) ~~*Unterkunf*~~ (im) ~~*Aulaub*~~ (ist sehr) wichtig.	**1**	wichtig		~~*Unterkunf*~~ ~~*Aulaub*~~	
(Mein) ~~*simmer*~~ (muss) ~~*douche*~~ (und) ..... ** (haben).	**0**			~~*simmer*~~ ~~*douche*~~	
Ich ~~*zuche*~~ ~~*imme*~~ neue Hotels.	**3**	Ich neue Hotels		~~*zuche*~~ ~~*imme*~~	
Ich ~~*gehr*~~ ~~*an*~~ ~~*Sie spatsehren*~~.	**1**	Ich		~~*gehr*~~ ~~*an*~~ ~~*Sie*~~ ~~*spatsehren*~~	
Die ~~*Langschaften*~~ in ~~*Osterreich*~~ ***sint*** ~~*zo schon.*~~	**3**	Die in	***sint***	~~*Langschaften*~~ ~~*Osterreich*~~ ~~*zo*~~ ~~*schon*~~	
~~*Nachtes*~~ Jahr ~~vahre~~ ich ***mitt*** ~~*den Vargen.*~~	**3**	Jahr ich	***mitt***	~~*Nachtes*~~ ~~*den*~~ ~~*Vargen*~~	~~vahre~~

* It is possible for some words to fall into two categories. For example 'Vargen' could have also fallen into category 4.

** omitted word (Radio)

This document was informed, directly or indirectly, by use of the tool: Finlayson, N., Marsden, E., & Anthony, L. (2022). MultilingProfiler (Version 3) [Computer software]. University of York. Accessed March 2023 at https://www.multilingprofiler.net/

Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 60 minutes

Paper reference **1GN1/3H**

German

PAPER 3: Reading and understanding in German

Higher Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- All questions in Section A (Reading comprehension) are set in English and must be answered in English.
- The question in Section B is a translation task set in German and must be answered in English.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
  – *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ▶

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S 8 0 2 3 0 A 0 1 2 4

Pearson

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

Reading comprehension

My town

1 Read Felix's letter about his town.

Guten Tag!

Meine Stadt ist historisch und beliebt. Es gibt ein altes Schloss, aber kein Museum. Nach der Schule können wir im Park Fußball spielen, und im Sommer schwimmen wir oft im See.

Als Kind habe ich diesen See sehr langweilig gefunden, aber jetzt finde ich ihn ruhig und schön.

Im Juli liebe ich natürlich Wassersport. Es ist immer spannend und im Sommer ist es warm.

Gibt es auch in deiner Stadt viele Aktivitäten?

Dein Felix.

Complete the gap in each sentence using a word or phrase from the box below. There are more words/phrases than gaps.

castle	museum	sports centre	
boring	cold	peaceful	exciting

(a) In Felix's town there is a ..... .

(1)

(b) Felix used to find the lake ..... .

(1)

(c) Felix finds water sports ..... .

(1)

(Total for Question 1 = 3 marks)

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Theatre Shows

2 Read the extract from a theatre brochure.

Wir zeigen viele Theaterstücke, die für junge Leute interessant sind.

Unsere Helfer organisieren jeden Mittwoch Workshops für Jugendliche, die Hörprobleme haben. Im Sommer beginnen wir einen Ferienkurs für Kinder, die nicht gut sehen. Es gibt keine Treppen, zwei Türen und große Plätze für Menschen mit **Kinderwagen*** oder Rollstühlen.

Wenn die Vorstellung beginnt, lachen und rufen die Kinder manchmal, denn die Musik ist lustig. Sie dürfen aber nicht aufstehen!

Für alle Schulgruppen gibt es eine ***Ermäßigung***. Sie zahlen nur den halben Preis. Die Karten für Lehrer sind auch billiger.

*****_Kinderwagen_ – pram or pushchair

(a) Complete the sentences below.

Put a cross ☒ in the correct box for each question.

(i) The theatre shows are for …

(1)

☒	**A** young people.
☒	**B** adults.
☒	**C** teachers.

(ii) The Wednesday workshops are for people who …

(1)

☒	**A** do not see well.
☒	**B** do not hear well.
☒	**C** use wheelchairs.

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(iii) In the theatre there are …

(1)

☒	**A** big doors.
☒	**B** some staircases.
☒	**C** large spaces.

(iv) During performances you are not allowed to …

(1)

☒	**A** shout.
☒	**B** laugh.
☒	**C** stand up.

(b) Which of these is the best translation for the word ***Ermäßigung***?

Put a cross ☒ in the correct box.

(1)

☒	**A** discount
☒	**B** brochure
☒	**C** souvenir

(Total for Question 2 = 5 marks)

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Mum's birthday

3 Elias sends a message to his friend.

Heute will ich zum Supermarkt fahren. Ich möchte auch ein Geschenk kaufen, weil meine Mutter nächste Woche Geburtstag hat. Sie wird fünfzig und wir müssen eine Party haben.

Leider kann meine Schwester nicht zur Party kommen, aber sie wird anrufen. Meine Mama wird Spaß haben und sehr glücklich sein, hoffe ich.

(a) Complete the gap in each sentence using a word from the box below. There are more words than gaps.

celebrate	walk	shop	call
happy	hopeful	important	

(i) Today Elias plans to ..... .

(1)

(ii) Elias' sister will ..... .

(1)

(iii) Elias wants his mother to feel ..... .

(1)

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Elias' message continues.

Am Tag der Party gehen wir als Familie spazieren. Ich werde auch ein Essen kochen. Es wird Fleisch geben – obwohl mein zehnjähriger Bruder Vegetarier ist. Normalerweise isst er nur Brot. Den leckeren Kuchen kann er aber probieren. Ich habe ihn gestern bestellt.

(b) Complete the sentences below.

Put a cross ☒ in the correct box for each question.

(i) On the day of the party the family will …

(1)

☒	**A** go to a restaurant.
☒	**B** go for a walk.
☒	**C** stay at home.

(ii) Elias will make …

(1)

☒	**A** a cake.
☒	**B** bread.
☒	**C** a meal.

(c) Answer the following questions **in English**. You do not need to write in full sentences.

(i) What do we learn about the brother's eating habits? (1 detail)

(1)

.....

(ii) What did Elias do yesterday?

(1)

.....

(Total for Question 3 = 7 marks)

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My future job

4 Read Layla's message to a careers advisor.

> Ich hatte gute Noten in der Oberstufe, aber ich möchte lieber berufliche Fähigkeiten sammeln. Ich habe einige praktische Sachen gelernt, aber dann hatte ich einen Unfall und musste ins Krankenhaus gehen.
>
> Jetzt soll ich warten. Ich muss wieder in Form sein, bevor ich körperliche Arbeit machen kann, also zeichne ich Pläne von Gebäuden auf meinem Tablet. Ich denke, eine kreative Karriere würde zu mir passen, denn ich möchte nützliche und schöne Plätze ***entwerfen***.

(a) Answer the following questions **in English**. You do not need to write in full sentences.

(i) What kind of skills does Layla want?

(1)

.....

(ii) What does Layla have to do before she can do physical work again?

(1)

.....

(b) Which of these is the best translation of the word ***entwerfen***?

Put a cross ☒ in the correct box.

(1)

☒	**A** copy
☒	**B** design
☒	**C** fix

(Total for Question 4 = 3 marks)

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Social media

5 Read these blogs by Ben and Katharina.

(a) What does Ben say?

Hallo! Ich heiße Ben.

Als ich jünger war, habe ich nie soziale Medien genutzt. Jetzt ist das anders wegen Videoapps, die bei Jugendlichen beliebt sind.

Ich bleibe lieber über meine Apps mit Freunden in Kontakt. Es geht schneller und es ist lustiger. Sowohl Text als auch Email sind nicht mehr aktuell, finde ich.

Put a cross ☒ next to each one of the **three** correct statements.

Ben…

(3)

☒	**A** used social media when he was younger.
☒	**B** says teens like video apps.
☒	**C** prefers emailing his friends.
☒	**D** uses apps to stay in contact with friends.
☒	**E** finds apps quicker.
☒	**F** thinks texting is fashionable.

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(b) What do we learn about Katharina?

Hallo! Ich bin Katharina.

Ich bin jeden Tag nach der Schule online, um interessante Texte zur Online-Sicherheit zu lesen. Eigentlich ist diese Arbeit sehr notwendig.

Ich chatte am Wochenende und schreibe regelmäßig Posts gegen Cyberkriminalität und Mobbing. Zuerst waren meine Eltern sehr überrascht. Jedoch überzeugte ich sie, dass es eine gute Idee war. Sie sagen, dass sie stolz sind.

Complete the tables **in English**. You do not need to write in full sentences.

(i)

What she does after school (1 detail)
.....

(1)

(ii)

What she does at the weekend (1 detail)
.....

(1)

(iii)

What she campaigns against (1 detail)
.....

(1)

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(iv)

Her parents' reaction (1 detail)
.....

(1)

(Total for Question 5 = 7 marks)

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Transport in Austria

6 Read the guide for tourists in Austria.

Österreich hat sehr gute öffentliche Verkehrsmittel und viele Taxis. Man hat viele Möglichkeiten in den Großstädten und auch auf dem Land.

Für Touristen sind Bus und Bahn sehr praktisch. Im Stadtzentrum ist es besonders leicht, sie zu benutzen, weil die Busse sehr häufig fahren. Man muss aber vorsichtig sein – es gibt weniger Züge an Wochenenden als an Wochentagen.

Wenn man einen schweren Koffer trägt, kann man immer ein Taxi nehmen, aber das kann für lange Strecken etwas teuer sein.

(a) What do we find out?

Put a cross ☒ next to each one of the **two** correct statements.

(2)

☒	**A** There are not many taxis.
☒	**B** Public transport is good in the countryside.
☒	**C** Taxis are best for tourists.
☒	**D** At the weekend there are fewer trains.

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The guide continues.

Alle Touristen müssen natürlich eine Fahrkarte haben, die man in allen Geschäften in der Stadt kaufen kann. Man kann sie aber noch nicht online kaufen.

Sie dürfen nicht vergessen, Ihre Karte vor jeder Reise zu **entwerten*** – sonst fahren Sie illegal. Viele Touristen aus dem Ausland wissen nicht, dass sie dies tun müssen. Wenn man keine Fahrkarte hat, kann das extrem teuer werden, oft 100 Euro pro Person.

Wir empfehlen Ihnen das österreichische Verkehrsnetz. Sie erleben eine äußerst sichere und bequeme Fahrt.

**entwerten* – validate (stamp your ticket with the date and time)

(b) What does the guide say?

Complete the tables **in English**. You do not need to write in full sentences.

(i)

Where to buy tickets
.....

(1)

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(ii)

What happens if you travel without a ticket
.....

(1)

(iii)

Why the transport network is recommended (1 detail)
.....

(1)

(Total for Question 6 = 5 marks)

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Relationships

7 Read the diary entry about Yuki's friendship with Elif.

What does Yuki tell us?

Meine beste Freundin heißt Elif. Wir haben uns an unserem ersten Tag in der Schulbibliothek kennengelernt. Wir interessieren uns für das Kino und Bücher, und wir treffen uns häufig im lokalen Zoo.

Elif hilft mir oft mit meiner Schularbeit, weil ich in Geschichte viele Schwierigkeiten habe. Wir verstehen uns immer gut. Das Beste ist, dass wir zusammen über alles diskutieren können.

Elifs Mutter hat einen neuen Partner. Elif mag ihn sehr, aber es gefällt ihr nicht, dass es neue Hausregeln gibt. Also gehen Elif und ich oft zu meiner Oma.

Wir sind sehr unabhängig. Deswegen lässt meine Oma uns machen, was wir wollen. Sie hat so viel Erfahrung mit Tieren und erzählt uns gern komische Geschichten darüber. Sie hat einen riesigen Hund, den wir lieben.

(a) Complete the sentences below.

Put a cross ☒ in the correct box for each question.

(i) Yuki first met Elif …

(1)

☒	**A** at the cinema.
☒	**B** in the library.
☒	**C** at the zoo.

(ii) Yuki and Elif …

(1)

☒	**A** are both good at history.
☒	**B** don't always get on well.
☒	**C** can talk about anything.

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Pearson Edexcel Level 1/Level 2 GCSE in German
Sample Assessment Materials (SAMs) Issue 3 August 2025 © Pearson Education Limited 2025

(iii) Elif doesn't like …

(1)

☒	**A** new rules.
☒	**B** homework.
☒	**C** big dogs.

(b) Answer the following questions **in English**. You do not need to write in full sentences.

(i) Why does Yuki's grandmother let Yuki and Elif do what they like?

(1)

.....

(ii) What does Yuki's grandmother like to do with Yuki and Elif?

(1)

.....

(Total for Question 7 = 5 marks)

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Action for the environment

8 Read the poster on the school notice board.

« *Schulen für die Umwelt* » ist ein neues Projekt für Schulen in **Frankfurt*** mit dem Ziel, umweltfreundliche Aktionen zu entwickeln.

In diesem Jahr wird unsere Schule am Projekt teilnehmen, also suchen wir mehrere Teams von Schülern und Schülerinnen. Die Aufgabe für jedes Team ist, ein Umweltproblem zu beschreiben und mögliche Lösungen zu einem dieser Themen vorzuschlagen:

- Energie sparen
- Müll reduzieren

Wenn man sich zum Beispiel auf das erste Thema konzentrieren möchte, könnte man vorschlagen, mit dem Fahrrad zur Schule zu fahren. Das reduziert die Luftverschmutzung und es ist nachhaltig!

Am Ende müssen alle Gruppen ihren Plan 5 Minuten lang vor der gesamten Schule präsentieren. Die Präsentationen werden am ersten Mittwoch im Oktober stattfinden. Die Schüler und Schülerinnen werden den besten Plan wählen.

Jeder kann zum Projekt beitragen! Wenn du gewinnen möchtest, muss dein Team gut zusammenarbeiten. Wenn du Teammitglied werden möchtest, kontaktiere bitte den Direktor bis Ende der Woche.

***Frankfurt** – a city in Germany

Answer the following questions **in English**. You do not need to write in full sentences.

(a) What is the aim of the "*Schulen für die Umwelt*" project?

(1)

.....

(b) Name **one** of the topics students can work on.

(1)

.....

(c) Name **one** benefit of cycling to school mentioned in the poster.

(1)

.....

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(d) Who do groups have to present to at the end?

(1)

.....

(e) What should teams do in order to win?

(1)

.....

(Total for Question 8 = 5 marks)

TOTAL FOR SECTION A = 40 MARKS

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SECTION B

Translation

My eating habits

9 Translate the following paragraph **into English**.

(10)

Ich esse in der Küche mit meiner Familie. In der Schweiz gibt es mittags nach der Schule oft eine warme Mahlzeit. Wir haben vielleicht leckere Wurst oder Fisch mit Pommes frites. Wir versuchen regelmäßig gesundes Gemüse zu kaufen. Gestern Abend habe ich etwas Leichtes gekocht, aber heute habe ich Hunger.

(Total for Question 9 = 10 marks)

TOTAL FOR SECTION B = 10 MARKS
TOTAL FOR PAPER = 50 MARKS

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Picture credits

Question 6: AL1458300 - Pearson asset library (ticket validation on bus)

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GCSE German Reading Higher tier

Paper 3 Mark scheme

SECTION A: READING COMPREHENSION

Question number	Answer	Mark
1(a)	castle	(1)

Question number	Answer	Mark
1(b)	boring	(1)

Question number	Answer	Mark
1(c)	exciting	(1)

Question number	Answer	Mark
2(a)(i)	A	(1)

Question number	Answer	Mark
2(a)(ii)	B	(1)

Question number	Answer	Mark
2(a)(iii)	C	(1)

Question number	Answer	Mark
2(a)(iv)	C	(1)

Question number	Answer	Mark
2(b)	A	(1)

Question number	Answer	Mark
3(a)(i)	shop	(1)

Question number	Answer	Mark
3(a)(ii)	call	(1)

Question number	Answer	Mark
3(a)(iii)	happy	(1)

Question number	Answer	Mark
3(b)(i)	B	(1)

Question number	Answer	Mark
3(b)(ii)	C	(1)

Question number	Answer	Reject	Mark
3(c)(i)	**EITHER** (he is) vegetarian/doesn't eat meat **OR** (he) only eats bread		**(1)**

Question number	Answer	Reject	Mark
3(c)(ii)	ordered a cake		**(1)**

Question number	Answer	Reject	Mark
4(a)(i)	vocational/professional skills		**(1)**

Question number	Answer	Reject	Mark
4(a)(ii)	(wait until she) feel(s) better/recover(s)		**(1)**

Question number	Answer	Mark
4(b)	B	**(1)**

Question number	Answer	Mark
5(a)	B, D, E	**(3)**

Question number	Answer	Reject	Mark
5(b)(i)	**EITHER** goes online **OR** reads (interesting) texts (about online safety)		**(1)**

Question number	Answer	Reject	Mark
5(b)(ii)	**EITHER** chats (online) **OR** writes posts (online about cybercrime and/or bullying)		**(1)**

Question number	Answer	Reject	Mark
5(b)(iii)	**EITHER** cybercrime **OR** bullying		**(1)**

Question number	Answer	Reject	Mark
5(b)(iv)	**EITHER** surprised **OR** proud		**(1)**

Question number	Answer	Mark
6(a)	B, D	(2)

Question number	Answer	Reject	Mark
6(b)(i)	(all) shops (in the city)		(1)

Question number	Answer	Reject	Mark
6(b)(ii)	**EITHER** it will cost 100 euros **OR** it will be expensive		(1)

Question number	Answer	Reject	Mark
6(b)(iii)	**EITHER** (it's extremely) safe **OR** (it's extremely) comfortable		(1)

Question number	Answer	Mark
7(a)(i)	B	(1)

Question number	Answer	Mark
7(a)(ii)	C	(1)

Question number	Answer	Mark
7(a)(iii)	A	(1)

Question number	Answer	Reject	Mark
7(b)(i)	because they are (very) independent		(1)

Question number	Answer	Reject	Mark
7(b)(ii)	tell them (funny) stories (about animals)		(1)

Question number	Answer	Reject	Mark
8(a)	to develop/encourage environmentally friendly action		(1)

Question number	Answer	Reject	Mark
8(b)	**EITHER** saving energy **OR** reducing waste		(1)

Question number	Answer	Reject	Mark
8(c)	**EITHER** reduces air pollution **OR** is sustainable		**(1)**

Question number	Answer	Reject	Mark
8(d)	(the) whole/entire school		**(1)**

Question number	Answer	Reject	Mark
8(e)	work well together		**(1)**

SECTION B: TRANSLATION INTO ENGLISH

Question 9

Mark	AO2: Response to stimulus
9–10	The meaning of the original language is fully and appropriately transferred; any errors do not detract from the overall clarity of the message.
6–8	The meaning of the original language is mostly transferred appropriately. Occasional errors affect the clarity of the message, e.g. incorrect words, omitted words, inexact syntax.
3–5	The meaning of parts of the original language is appropriately transferred. Some errors prevent the message being conveyed, e.g. some use of incorrect words, omitted phrases, incorrect tenses.
1–2	Intermittent parts of the original language are appropriately transferred. Frequent errors prevent the message being conveyed, e.g. frequent use of incorrect words, omitted phrases, incorrect tenses.
0	No rewardable communication.

The following example response gives an appropriate transference of meaning. Any alternative, appropriate wording will also be rewarded.

Question 9	Model response
Ich esse in der Küche mit meiner Familie. In der Schweiz gibt es mittags nach der Schule oft eine warme Mahlzeit. Wir haben vielleicht leckere Wurst oder Fisch mit Pommes Frites. Wir versuchen regelmäßig gesundes Gemüse zu kaufen. Gestern Abend habe ich etwas Leichtes gekocht, aber heute habe ich Hunger.	*I eat in the kitchen with my family. In Switzerland, there is often a hot meal for lunch after school. We may have delicious sausages or fish and chips. We try to buy healthy vegetables on a regular basis. Last night I cooked something light but today I am hungry.*

Exemplification of the mark scheme: Translation example responses

Example Response 1

I eat in the kitchen with my family. In Switzerland there is often a warm meal for lunchtime after school. Perhaps we have tasty sausage or fish with chips. We often try to buy healthy vegetables. Yesterday evening I cooked something small but today I am hungry.

Total marks: 10 marks

The meaning of the original language is fully and appropriately transferred, despite using words which differ slightly from the exact translation (e.g "*something small"; "tasty sausage")*. Despite these differences, the same message is communicated. "*Often*" has only a slightly nuanced difference in meaning from '*regularly*' so is still rewarded. The response sits in the 9-10 mark band for the overall clarity and successful communication of the message.

Example Response 2

I must eat in the kitchen with my family. In Switzerland there often is a warm meal at noon in school. We have lots of sausages or fish with chips. We look for healthy things to buy. Last night I cooked Leichstes, but I am hungry.

Total marks: 5 marks

The meaning of the message is partly transferred, but there are examples of incorrect expressions being used (e.g. "*in school*", "*I must eat*", "*We have lots of*") along with some errors, untranslated words or omissions which affect the clarity of the message (e.g. "*regularly*", "*Leichstes*", "*but I am hungry*"). For this reason, the best fit would be in the 3-5 mark band.

Example Response 3

I am in the kitchen with my family. In Switzerland the schools are often warm. I eat sausages or fish. Yesterday I had …. but I am still hungry.

Total marks: 2 marks

Intermittent parts are appropriately transferred (e.g., "*in the kitchen with my family",* "*In Switzerland*"), but frequent errors and omissions prevents the correct message being conveyed (e.g., "*schools are often warm*", "*but I am still hungry*"). For this reason, the response best sits in the 1-2 mark band.

Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | | | | | |

Candidate Number | | | | |

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 1 hour 20 minutes

Paper reference **1GN1/4H**

German

PAPER 4: Writing in German

Higher Tier

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer questions 1, 2 and 3.
- In Questions 1 and 2, answer **either** option (a) **or** option (b).
- Answer the questions in the spaces provided
  – *there may be more space than you need.*
- Write your answers in full sentences
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
  – *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ▶

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Choose either Question 1(a) or Question 1(b)

If you answer Question 1(a), put a cross in the box ☒ .

1 (a) Write to someone you know about films.

You **must** include the following points:

- what kind of films you like
- your opinion of a film you like with reasons
- the last time you saw a film
- who you will next watch a film with.

Write your answer **in German**. You should aim to write between 80 and 90 words.

(18)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

If you answer Question 1(b), put a cross in the box ☒ .

(b) Write to someone you know about friends at school.

You **must** include the following points:

- what you like to do with friends
- your opinion of a friend with reasons
- what you did with friends last week
- what you will do with friends after exams.

Write your answer **in German**. You should aim to write between 80 and 90 words.

(18)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 1 = 18 marks)

Choose either Question 2(a) or Question 2(b)

If you answer Question 2(a), put a cross in the box ☒ .

2 (a) Write a blog about where you live.

You **must** include the following points:

- where young people can meet in your area
- the pros and cons of living where you do
- an activity you have done recently in your area
- what you will do in your area in the summer.

Write your answer **in German**. You should aim to write between 130 and 150 words.

(22)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

If you answer Question 2(b), put a cross in the box ☒ .

(b) Write a blog about food and drink.

You **must** include the following points:

- what you normally eat or drink
- the pros and cons of fast food
- who you ate lunch with recently
- where you will buy food next week.

Write your answer **in German**. You should aim to write between 130 and 150 words.

(22)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 2 = 22 marks)

3 Translate the paragraph **into German**.

(10)

I am always hard-working and honest. On Saturday afternoon I earn money in a shop in the town centre. My manager sometimes helps when I have a problem. Last week we talked about jobs abroad, perhaps in Germany. It is my dream to work for an international company in the future.

(Total for Question 3 = 10 marks)

TOTAL FOR PAPER = 50 MARKS

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German GCSE German Writing Higher tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band. As an examiner you must be positive in your approach; look for opportunities to reward rather than penalise.

- When assigning a band, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band. For example, if the response is predominantly band 3-4 with a small amount of band 5-6 material, it would be placed in band 3-4 but be awarded a mark of 4 at the top of the band because of the band 5-6 content.

- You must also use the *Additional guidance*, the *Exemplification of the mark scheme,* exemplification of live scripts issued at standardisation and your professional judgement to decide which band is most appropriate.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.

- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points. The number of bullet points in the band descriptor does not directly correlate to the number of marks in the band.

Additional guidance

Interaction between AO2 and AO3 marks (all questions)

- The response to stimulus mark (AO2) does not limit the mark for linguistic knowledge and accuracy (AO3), except where a student produces a response that is wholly irrelevant to the task set. In this circumstance, 0 marks for both (AO2) and (AO3) will be awarded.
- Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

Errors (AO3 grids: all questions)

A minor error - inaccurate but does not prevent meaning, i.e. the message may take time to understand but is still understood (see tables below).
A *major error -* inaccurate and prevents meaning, i.e. the message cannot be understood (see tables below).

Minor errors – inaccurate but do not prevent meaning	
Adjective agreement	Sie trägt ein **weiß** Hut. Der Himmel ist **blaues.**
Spelling (slight)	Ich gehe **swimmen**.
Gender	**Mein** Stadt ist klein.
Umlaut	Dieser Film **gefallt** mir. Ich trage ein **schones** Hemd. Wir sind nach Deutschland **gefähren**.
Contractions	Es gibt einen Park **im** meiner Gegend.
Word order (incorrect)	In Zukunft **ich werde studieren** in Deutschland. Ich wohne gern hier, **weil es ist** ruhig.
Mother-tongue interference	Meine Mutter ist **eine** Lehrer. Ich gehe **auf** Fuß zur Schule
Wrong case	Wir gehen **in der** Stadt. Es gibt **einem** Supermarkt.
Relative pronouns	Ich habe einen Bruder, **die** jünger ist.
Constructions	Ich gehe in die Stadt **zu kaufen** eine Jacke. Ich habe **zu machen** meine Hausaufgaben.

Major errors – inaccurate and prevent meaning	
Incorrect verb formation	Wir **gehst** oft ins Kino. Wir **gegehen** heute **einkaufen**. Ich **wurde** ins Ausland **gefahren**.
Spelling (misleading)	Ich möchte Mathe **studen.**
Tenses (incorrect)	**Morgen hat** er Musik **gehört**.
Vocabulary	Ich mag Eis und meine Freundin mag es **zu.** Ich **du** viel Sport.
Use of infinitive instead of conjugated verb	Yusuf **spielen** Fußball.
Mismatch of subject and possessive adjectives	Ich bewege **dich** im Park.
Mother-tongue interference	Wir **gern** Horrorfilme. Ich lese das **Papier**. Ich kaufe viel **books**.

NB: these are examples only and do not constitute a finite list. Some errors may fall into more than one category.

Glossary of terms (questions 1 and 2)

AO2 grids

***Addressed** (Bullet points):* the mark grids for AO2 indicate the minimum number of bullet points in the task that **must** be addressed before a student may be placed in any particular band. A bullet point in a task will be considered addressed if there is evidence of a response to it. Before awarding a mark, examiners should consider coverage of the task bullet points alongside the other assessment criteria in the band, as a best fit in a lower band may be more appropriate. For example, a student who addresses all four task bullet points in Question 1 may still be placed in the band below (8-10) if they do not meet the requirements in the 11-13 band for development of ideas and comprehensibility. See *Example response 2* in *Exemplification of mark schemes* for an illustration of this. Candidates may address the task bullet points in any order.

Development refers to an additional clause or sentence which elaborates or provides additional detail to the response to a task bullet point. There is no requirement for equal development of the task bullet points.

Comprehensible relates to how easy it is to understand the main points and ideas of the response when read as a whole. Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

AO3 grids

Complex language includes features such as:

- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word order which is very different to English in form and/or function.

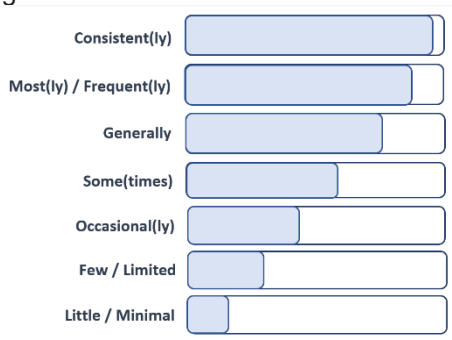
Variety refers to the range of vocabulary and grammatical structures **listed in the specification** for each tier. Any grammatical structures or vocabulary used which is outside of these lists is rewarded with equal (but not extra) credit.

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Equally, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.

Timeframes refers to expressions of past, present and future. Various tenses can be used to express a timeframe. For example, the present tense in the following sentence is used to express a future timeframe: 'I'm seeing my friends next week.' In the following sentence a future tense is used to express a future timeframe: "I will go to the cinema".

Differentiation terms within the mark scheme (AO2 and AO3 grids: all questions)

As guidance, the illustration gives an indication of the relative relationship of terms used in the mark grids.



Note: The illustration should be referred to in conjunction with individual mark grids as each term does not necessarily equate to high or low marks. For example, although "***frequent** development…*" equates to higher marks "***frequent** errors…*" would conversely equate to lower marks.

Question 1 – Higher tier (18 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme,* exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

Students are expected to produce 80–90 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus	
Mark	**Descriptor**
11-13	• All four bullet points addressed • Frequent development of ideas • Response is comprehensible; an occasional message may be unclear.
8-10	• Three or more bullet points addressed • Some development of ideas • Response is generally comprehensible; some messages may be unclear/difficult to understand immediately.
5-7	• Two or more bullet points addressed • Occasional, brief development of ideas • Some parts of response are comprehensible; the message sometimes breaks down.
1-4	• One or more bullet point addressed • Little or no extra detail added to ideas • Limited parts of response are comprehensible; the message often breaks down.
0	• No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
5	• Some variety of vocabulary and grammatical structures, some extended sentences; occasional complex language • Generally successful use of three timeframes • Generally accurate language; some minor errors, there may be an occasional major error.
3-4	• Occasional variety of vocabulary and grammatical structures; occasionally extended sentences • Some successful use of at least two different timeframes • Some accurate language; mostly minor errors with some major errors.
1-2	• Limited variety of vocabulary and grammatical structures; short, simple sentences • Limited success with timeframes • Limited accuracy in the language; frequent errors both major and minor.
0	• No rewardable material.

Exemplification of the mark scheme: open response questions

The purpose of this exemplification is not to provide a standard for marking, but to demonstrate the following aspects of the mark scheme:

1. Application of the best fit approach, including:
   i. how a mark can go down the AO2 mark bands, even if the coverage descriptor is met, if the other descriptors in the mark band are not met.
   ii. how a mark can go up or down the AO3 mark bands depending on how the response reflects the descriptors.
   iii. how to apply the AO3 grid if a response is highly accurate but with limited variety, or uses a wide variety of language but is less accurate
2. Distinct marking for AO2 and AO3 grids, showing that the mark for AO2 should not limit the mark for AO3 (except where the response is wholly irrelevant) and vice versa
3. Awarding marks for range of vocabulary within the specified vocabulary list (and giving equal, but not extra credit to other vocabulary used).

Exemplification of live scripts issued at standardisation will provide further guidance on marking live paper series.

The two example responses below are based on the following crossover question which appears in both the Foundation and the Higher tier *Sample Assessment Materials*, but is applicable as guidance to all open response questions. The example responses are based on trialled student answers.

Write to someone you know about films.

You **must** include the following points:

- what kind of films you like
- your opinion of a film you like with reasons
- the last time you saw a film
- who you will next watch a film with.

Write your answer **in German**. You should aim to write between 80 and 90 words.

Example response 1: open response questions

Ich liebe Kömodien weil sie sind sehr lustig und interessant. Am Fern sehe ich viel Kömodien jeden Tag. Mein Lieblingsfilm heißt Mr Bean und das ist ein Kömodie. Ich finde Mr Bean sehr gut weil es sehr lustig ist. Letzte woche habe ich im Kino mit meine Fruenden James Bond gesehen. Das war sehr gut weil es war sehr interessant. Ich liebe ses auch im Kino gehen weil ich kann essen viel Popcorn und trinken viel Cola! Nächestes Jahr ich mit meine Familie ins Kino einen Film gesehen meine Gebrutstag ferien. Ich sehen Spiderman.

94 words

Total marks: 16 out of 18	
Response to stimulus (AO2): 12 marks	**Linguistic knowledge and accuracy (AO3): 3 marks**
• The candidate has addressed all four bullet points. The response sits in the 11-13 mark band for coverage. • There is frequent development shown (e.g. "*Am Fern sehe ich viel Kömodien jeden Tag*.", "*Ich liebe ses auch im Kino gehen weil ich viel Popcorn essen und viel Cola trinken kann!*"), though some of the development is simple (e.g. "*lustig ist*"). For development, the 11-13 mark band best fits. • The response is comprehensible, despite errors which are accounted for in the AO3 grid. There is only an occasional message which is slightly unclear. For comprehensibility, the response sits best in the 11-13 mark band. Overall, the best fit approach when considering the three bullet points of this mark grid is in the middle of the mark band 11-13 for response to stimulus **(2)**.	• There is occasional variety of vocabulary and grammar shown, even if some of the vocabulary is repeated (e.g. *"lustig", "Kino", "gut", "sehen" "weil"* etc.). All vocabulary appears in the Foundation tier vocabulary list, which is entirely appropriate **(3)**. Variation in grammar includes phrases such as "*weil es sehr lustig ist,*" "*Letzte Woche habe ich … gesehen*". Most sentences are short and simple, though some simple conjunctions such as '*und*' are used effectively. The response best sits in the 3-4 mark band for variety (1.iii). • The response shows some success at using the present and past timeframes but is not successful at using a clear future timeframe due to inaccurate verb/tense formation in both of the sentences, from "*Nächestes Jahr" ...* to "*...Spiderman*.' The response sits best in the 3-4 mark band for use of timeframes. • The language used is sometimes accurate, but some minor errors exist such as spelling errors or incorrect word order (e.g. "*Nächestes,"* "*ich kann essen viel Popcorn*"). There are also major spelling errors ("*Gebrutstag ferien*"). Major errors in timeframes have already been mentioned.The response sits in the 3-4 mark band for accuracy (1.iii). The best-fit approach results in this response being placed at the lower end of the 3-4 mark band for linguistic knowledge and accuracy **(1.ii, 2).**

Example response 2: open response questions

Ich sehr gern aktionenfilm weil es ist ziemlich cool und wirklich interessant. Ich sehe oft aktionenfilm mit mein Schwester im wochenende. Mein lieblingsfilm ist Top Gun Maverick, es gibt flugeug kampfer und sie war flugen sehr schnell. Das gefallt mir. Ich habe mir Autos gesent, es hat mir wirklich Spaß gemacht. Letzten Monatt bin ich mit meiner Mutter ins Kino gegangen, und mit mein Schwester auch aber das nächste Mal möchte ich mit meinen Freunden gehen. Mit Freunden es ist viel besser. ***82 words***

Total marks: 10 out of 18	
Response to stimulus (AO2): 6 marks	**Linguistic knowledge and accuracy (AO3): 4 marks**
• The candidate has addressed three bullet points but they have not fully answered the second bullet point as they do not clearly give a reason for their opinion. The response would therefore sit no higher than the 8-10 mark band for coverage, and for AO2 overall. **(1.i)**. • There is occasional, brief development shown (e.g, "*Ich sehe oft … wochenende,"* "*es ist ziemlich cool und wirklich interessant*"). For development, the 5-7 mark band best fits **(1.i).** • Some of the response is comprehensible, but the message sometimes breaks down (e.g. "*Ich habe mir Autos gesent…").* For comprehensibility, the response sits best in the 5-7 mark band **(1.i).** Overall, the best fit approach when considering the three criteria of this mark grid is in the middle of the 5-7 mark band for response to stimulus **(1.i, 2).**	• There is occasional variety of vocabulary and grammatical structures shown, with words like *"ziemlich,"* "*wirklich*," and "*lieblingsfilm."*Although missing the umlaut **(1.ii)**, the word '*Kämpfer*' does not appear in the vocabulary list so is given equal but not extra credit for variety **(3)**. There is the occasional extended sentence using "*und*" or "*aber."* However there is some repetition, eg *"aktionfilm," "mit mein Schwester," "wirklich.* The response would best sit in the 3-4 band for variety. • There is some successful use of three timeframes (e.g. *"es gibt;*" "*es hat …gemacht"; das nächste Mal möchte ich … gehen)* but success with past timeframes is not consistent *("sie war flugen sehr schnell").* The response would best sit in the 3-4 band for use of timeframes. • The language used is sometimes accurate, but with some minor errors (e.g. "*Monatt,*" *"mit mein Schwester*,") and some major errors *(Ich sehr gern aktionenfilm)* which detract from the accuracy of the response. For accuracy, it would be best placed in the 3-4 mark band. The best-fit approach results in this response being placed at the top of the 3-4 mark band for linguistic knowledge and accuracy **(1.ii, 2).**

Comparison of example responses 1 and 2

Response to stimulus (AO2):	**Linguistic knowledge and accuracy (AO3):**
• Response 1 addresses more task bullet points than Response 2 • Response 1 shows more development than Response 2 • Response 1 is more comprehensible than Response 2	• Response 1 shows a bit more variety of language than Response 2 • Response 2 shows more success with timeframes than Response 1. • Response 1 shows similar accuracy as Response 2
Overall, Response 1 scores higher on the AO2 grid when compared with Response 2. For AO3, both reponses are in the 3-4 band. However, although Response 1 has slightly more variety, Response 2 shows more success with use of timeframes.	

Question 2 – Higher tier (22 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme,* exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

Students are expected to produce 130–150 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus	
Mark	**Descriptor**
14-17	• All four bullet points addressed • Consistent development of ideas • Response is easily comprehensible; it is rare that the message is not immediately clear.
11-13	• All four bullet points addressed • Frequent development of ideas • Response is comprehensible; the occasional message may be unclear.
8-10	• Three or more bullet points addressed • Some development of ideas • Response is generally comprehensible; some messages may be unclear/ difficult to understand immediately.
5-7	• Two or more bullet points addressed • Occasional, brief development of ideas • Some parts of the response are comprehensible; the message sometimes breaks down.
1-4	• One or more bullet point addressed • Limited development of ideas, any extra detail is likely to be very brief • Limited parts of the response are comprehensible; the message often breaks down.
0	• No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
4-5	• A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language • Consistently successful use of three timeframes • Consistently accurate language; any errors are minor.
2-3	• Some variety of vocabulary and grammatical structures, some extended sentences; some complex language • Generally successful use of at least two timeframes • Generally accurate language; mostly minor errors, occasional major errors.
1	• Occasional variety of vocabulary and grammatical structures; occasionally extended sentences; there may be occasional use of complex language • Occasional success with timeframes. • Some accurate language; frequent errors, some of them major.
0	• No rewardable material.

Question 3 – Higher tier translation (10 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

The Response to stimulus grid (AO2) assesses how appropriately the meaning of the original language is transferred. Any appropriate wording is rewarded. The linguistic knowledge and accuracy grid (AO3) assesses the accuracy of the target language. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme,* exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus	
Mark	**Descriptor**
5-6	The meaning of the original language is consistently and appropriately transferred; any lack of clarity is rare.
3-4	The meaning of most of the original language is appropriately transferred; the occasional message may be unclear or incomplete.
1-2	The meaning of some parts of the original language is appropriately transferred; the message sometimes breaks down or is incomplete.
0	No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
4	Vocabulary and grammatical structures are consistently accurate; any errors are minor.
3	Vocabulary and grammatical structures are generally accurate; minor errors occur, major errors are rare.
2	Vocabulary and grammatical structures are sometimes accurate; errors include some major errors.
1	Vocabulary and grammatical structures are limited in accuracy; frequent errors occur, both major and minor.
0	No rewardable material.

Exemplification of the mark scheme: Translation

The following model response shows an appropriate transference of meaning of Question 3, Higher tier in the *Sample Assessment Materials*.

Question	Model response
I am always hard-working and honest. On Saturday afternoon I earn money in a shop in the town centre. My manager sometimes helps when I have a problem. Last week we talked about jobs abroad, perhaps in Germany. It is my dream to work for an international company in future.	*Ich bin fleißig und ehrlich. Am Samstagnachmittag verdiene ich Geld in einem Geschäft in der Stadtmitte. Mein Manager hilft manchmal, wenn ich ein Problem habe. Letzte Woche haben wir über Jobs im Ausland geredet, vielleicht in Deutschland. Es ist mein Traum, in der Zukunft für eine internationale Firma zu arbeiten.*

Example response 1

Ich bin immer fleißig und ehrlich. Am Samstag arbeite ich in einem Geschäft in der Stadtzentrum. Mein Manager hilft wenn ich ein Problem habe. Letzte Woche haben wir über Jobs im Ausland geredet, vielleicht in Deutschland. Es ist mein Traum, in der Zukunft für eine internationale Firma zu arbeiten.

Total marks: 9 out of 10	
Response to stimulus (AO2): 5 marks	**Linguistic knowledge and accuracy (AO3): 4 marks**
The meaning of the original language is consistently and appropriately transferred; albeit with a little deviation from the original meaning (e.g. "*Samstag arbeite*" instead of *"Samstagnachmittag verdiene ich Geld"*, and the omission of the word "*manchmal*").	Grammatical structures and vocabulary are consistently accurate.

Example response 2

Ich bin immer fleißig und ehrlig. Am Samstag nach mittag verdiene ich Geld in einem Geschaft im Stadt. Wenn ich ein Problem habe mein Manager manchmal hilft. Letzte Woche haben wir uber Jobs im Auschssland, veilleicht im Deustchland. Es is mein dream, zu arbeit for ein…. Internationales.

Total marks: 6 out of 10	
Response to stimulus (AO2): 4 marks	**Linguistic knowledge and accuracy (AO3): 2 marks**
The meaning of most of the original language is appropriately transferred despite differences in word order; but the last sentence is incomplete and therefore affects the clarity of the message.	Vocabulary and grammatical structures are sometimes accurate, but the response contains some minor errors (e.g. "*uber", "ehrlig",* "*Auschssland*") in addition to major errors with verb formation (e.g. no verb at the end of the sentence *"Letzte Woche … Deutschland"*).

Example response 3

Ich bin immer (honest) und ich arbeite hart. Am Sonnstag verdiene ich in ein Geshaeft in die Stadtzentrum Geld. Meine Manager (helps) manmal wen ich habe eine Problem. Letzte Woche habe wir (about jobs abroad), in Deutsch. Es ist mein Traum fuer ein…. internazional in die Futur.

Total marks: 3 out of 10	
Response to stimulus (AO2): 2 marks	**Linguistic knowledge and accuracy (AO3): 1 mark**
The meaning of some parts of the original language is appropriately transferred despite errors (e.g. *"verdiene ich in ein Geshaeft in die Stadtzentrum Geld"*), but there are several instances where the message breaks down and/or is incomplete.	Vocabulary and grammatical structures are limited in accuracy, there are frequent errors both major (e.g. "*Am Sonnstag*", *in Deutsch*"), and minor (e.g. "*Geshaeft*", "*manmal*" "*internazional*").

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