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GCSE German (2024)

Unpacking the Speaking Exam

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Agenda

Part 1 – Overview of the Speaking component

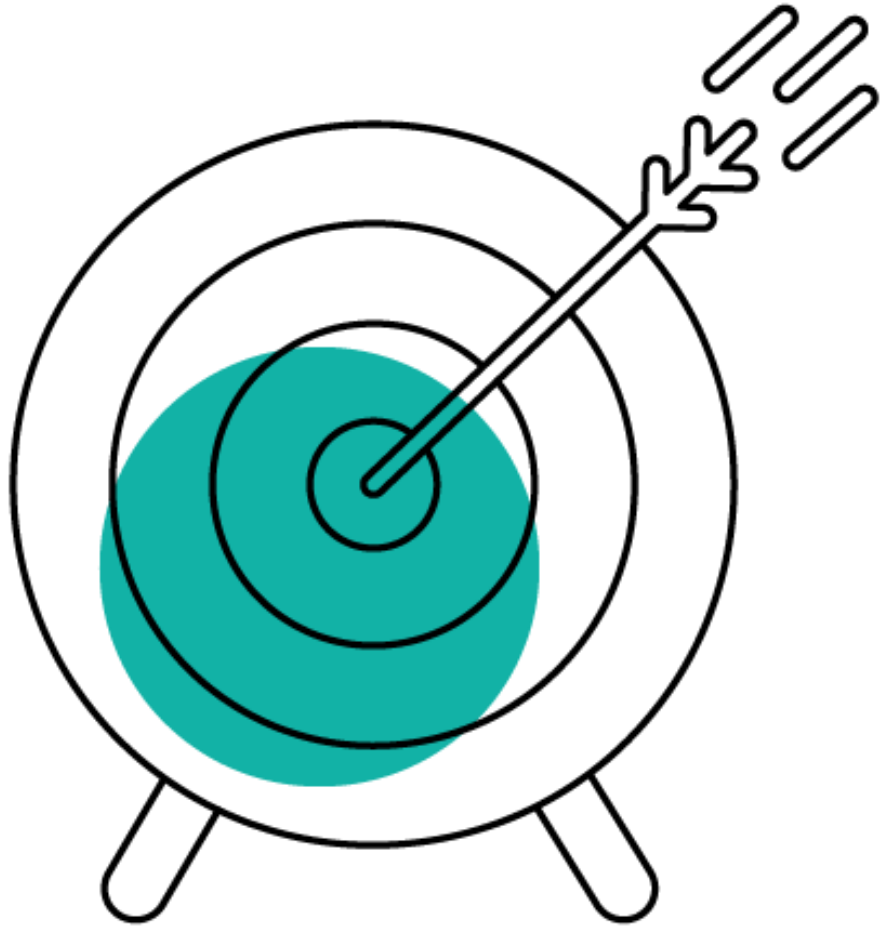
- Read Aloud task and mark schemes
- Role play task and mark scheme
- Picture task (including follow-on questions) and conversation, plus mark schemes

Part 2 – Unpacking exemplars (language specific)

- Resources, support and further training
- Close

Today’s goals

- Brief recap of what's new and what's not in the Speaking paper
- Increase familiarity with the individual tasks and mark schemes
- Understand the application of the mark schemes to exemplar material (language specific)
- Know how to access resources, on-going support and upcoming training



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Overview of the Speaking component

Speaking at a glance

	Marks	Task details	Foundation	Higher
Preparation			**14 mins + 1 min in privacy**	
Task 1: Read Aloud	**12** (8+4)	• Read aloud (8 marks) • 2 straightforward questions related to content (4 marks)	1.5–2 minutes*	2–2.5 minutes*
Task 2: Role play	**10**	• Roleplay	1–1.5 minutes*	1–1.5 minutes*
Task 3: Picture task	**28** (8+4+16)	• Picture description (8 marks) • 2 straightforward questions related to content (4 marks) • Conversation (16 marks) Situated in thematic context selected and prepared by student, but TE freedom to develop a natural conversation across contexts	Description: 1.5–2 minutes* Conversation: 3–3.5 minutes*	Description: 2–2.5 minutes* Conversation: 5–5.5 minutes*
TOTAL	**50**		**7–9 mins**	**10–12 mins**

**Recommended*

What's new? What's not?

New	Not
Read aloud / SSCs	Role play (although the fact that it's transactional only is different)
Focus of picture task	Grade targets
Choice of pictures	Total timings of the exam
Transitions and rubrics in English	
Mark schemes (for RA and Picture task / conversation)	
Prep time	
Annotating	

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Read Aloud

Read Aloud passage by tier

Foundation	Higher
Based in one of the 6 thematic contexts. Annotations permitted on cards. 1 minute practice out loud in exam room permitted. No repeat words in the passage. Same SSC list applies to both tiers. Assessed holistically.	
5 sentences	4 sentences
35–40 words	50–55 words
Straightforward structures, mainly present tense with possible simple conditional.	More complex structures, mainly present tense with possible simple conditional. Will contain an opinion.
Familiar vocabulary taken only from FT list (including on-list proper nouns).	More challenging vocabulary taken from both FT and HT lists (including on-list proper nouns).

Follow-on questions by tier

Foundation	Higher
Two straightforward unseen questions related to the content of the passage (*not* comprehension questions) Focus on student's own experience. Present tense or simple conditional.	
Q1 – like, using a set FT construction Q2 – opinion, using a set FT construction	Q1 – like, using a variety of constructions Q2 – opinion, using a set HT construction

One-word answers cannot be awarded full marks.

Read aloud mark schemes

HT:

Mark	AO3: Knowledge and accurate application of vocabulary
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.

FT:

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.

Follow up questions – mark scheme

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

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Roleplay

Roleplay by tier

Foundation	Higher
Based in one of 10 transactional settings (published in specification). Defined range of interactions (published in specification). Formal context (but no expectation for candidates to use formal register). 5 prompts (in English). No prompt will rely on candidate producing a specific vocabulary item.	
All prompts in present tense or simple conditional.	4 prompts in present tense or simple conditional; 1 future timeframe.
Candidates required to ask one question (always prompt 5)	Candidates required to ask two questions (always prompt 5 and one other, excluding prompt 1)

Role play mark scheme

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

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Picture task and conversation

Picture task and conversation by tier

Foundation	Higher
Choice of two colour pictures to describe from same thematic context (same pictures for FT / HT). Always asked to describe PEOPLE, LOCATION, ACTIVITY Two compulsory follow-on questions, based on student experience, related to the pictures. Starting subject for conversation. Expectation to cover present, past and future timeframes in conversation	
Description recommended time 1.5–2 minutes Conversation recommended time 3–3.5 minutes	Description recommended time 2–2.5 minutes Conversation recommended time 5–5.5 minutes
Questions in present tense.	Q1 in present tense (matches Q2 at FT); Q2 in past tense.
Mark schemes overlap at FT 5–6/7–8 and HT 1–2/3–4	

Picture description

Candidate STIMULUS **Picture task FPT14** **Thematic context: Travel and tourism**

Picture 1

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Picture 2

1755901085 - © Pressmaster/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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Picture description

French

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

- *(Et) les personnes ?*
- *(Et) c'est où ?*
- *(Et) que font-ils ?*
- *Autre chose ?*

German

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?*

Spanish

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

- *¿(Y) la gente/las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

Conversation

Candidate STIMULUS **Picture task FPT14** **Thematic context: Travel and tourism**

Picture 1

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Picture 2

1755901085 - © Pressmaster/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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Picture description mark scheme FT

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.

Picture description mark scheme HT

AO2: Response to stimulus	
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.
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.
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.
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.
0	No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
4	• Wide range of relevant vocabulary and grammatical structures. • Consistently accurate use of language, any errors are minor.
3	• A variety of relevant vocabulary and grammatical structures. • Mostly accurate use of language; some minor errors.
2	• Some variety of vocabulary and grammatical structures. • Generally accurate use of language; some minor errors, there may be an occasional major error.
1	• Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some of them major.
0	No rewardable material.

Compulsory questions mark scheme (both tiers)

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

Conversation mark scheme FT

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.

Conversation mark scheme HT

AO1: Response to spoken language	
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.
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.
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.
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.
0	No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
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.
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.
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	• 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.

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. 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. Students may address the task bullet points in any order.

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

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. Conversely, 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.

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Application of mark schemes to exemplar material (German)

Read aloud and follow-on questions – FT

What marks would you give?

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.

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

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.

Teacher: So, the test will now begin. Please read the text!

Student: *Ich fahre gern Rad.*
Ich gehe zu Fuß in die Schule.
Im Winter nehme ich libber den Bus.
Er kostet nur einen E-uro und kommt schnell.
Das ist für die Umwelt wiel besser als Autofahren.

Teacher: Gut. Ähm, wie fährst du gern in die Stadt?

Student: *Ahh mit dem Bus.*

Teacher: Wie findest du Radfahren im Winter?

Student: *Ahh das ist ok für mich. Alles klar.*

Teacher: Gut.

Read aloud

AO3: Knowledge and accurate application of vocabulary
There is some clear and comprehensible pronunciation despite some lapses in SSCs that occasionally make the message unclear. This is particularly the case for words like 'Euro' which was pronounced more like the English version. There were also some lapses with the pronunciation of German vowels. The vowel in 'lieber' was too short and sounded more like 'libber'. The word 'viel' was difficult to understand. It sounded more like 'wiel'. There were also minor lapses with the 'r' sounds in 'Rad' and 'Autofahren' which detracted slightly from the clarity of the message. The best-fit approach results in this response being placed at the top end of the 5-6 mark band for AO3, knowledge and accurate application of vocabulary, with a mark of 6. This is because overall the pronunciation is closer to being generally rather than occasionally clear.

Read aloud 6 out of 8 marks
Questions 4 out of 4 marks

Follow-on questions

The response is fully communicated. 2 marks
The response is fully communicated. The candidate gives an opinion and fully communicates what is required, even though the 'Alles klar' at the end sounds a little strange. 2 marks

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Read aloud and follow-on questions – HT

What marks would you give?

Mark	AO3: Knowledge and accurate application of vocabulary
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.

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

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.

Teacher: This test will begin, this is the card HRA5, please read your text.

Student: *Meine Familie und ick fähre (sorry) fahren gern in andere Länder.*
Leider ist es nicht immer einfach, umweltbewusst in solche Ren ...
Rejionen su 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 brauckt.

Teacher: Wo möchtest du gern Urlaub machen?

Student: *Ick möchte ein Campingurlaub in Spanien ma ... machen.*

Teacher: Was ist deine Meinung zu den Schulferien?

Student: *Ich fi ... ich finde die Schulferien toll, weil es entspannt ist*

Total marks: 6 out of 8 marks
AO3: Knowledge and accurate application of vocabulary
Pronunciation is clear and comprehensible in that it is possible to understand everything that the student says. However, there are some lapses in the SSCs which have a minimal impact on the message and which prevent the student getting into the top band. For example, 'ick' rather than 'ich,' 'su' instead of 'zu' and 'brauckt' instead of 'braucht'. The pronunciation of the word 'Regionen' seems to confuse the candidate and sounds linked to the pronunciation of the English word, 'region'. However, this does not make the meaning of the word incomprehensible. The candidate corrects themselves when pronouncing 'fahren', which is perfectly acceptable. The best-fit approach results in this response being placed at the top end of the 5-6 mark band for AO3, knowledge and accurate application of vocabulary, with a mark of 6. This is because overall the pronunciation is closer to the top band than to the band below. Any lapses in SSCs have minimal impact on the message.

Read aloud 6 out of 8 marks
Questions 4 out of 4 marks

Follow-on questions

The response is fully communicated. 2 marks
The response is fully communicated. 2 marks

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Picture description (Higher Tier)

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AO2: Response to stimulus	
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.
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.
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.
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.
0	No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
4	• Wide range of relevant vocabulary and grammatical structures. • Consistently accurate use of language, any errors are minor.
3	• A variety of relevant vocabulary and grammatical structures. • Mostly accurate use of language; some minor errors.
2	• Some variety of vocabulary and grammatical structures. • Generally accurate use of language; some minor errors, there may be an occasional major error.
1	• Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some of them major.
0	No rewardable material.

Teacher: Describe the picture.

Student: *Es gibt vier Menschen. Zwei Männer und zwei Frauen. Sie tragen bunte Kleidung. Ein Frau, die kurze, blonde Haare hat, trägt ein blaue Jacke. Die andere Frau, die sitzt, hat brüne Haare und trägt ein weißes Pulli. Es scheint, dass sie in ein modernes Büro sind, weil sie neben einem Tisch sind. Auf dem weißen Tisch gibt es zwei Handys und viel andere Tecknologie. In der Hintergrund gibt es einen weißen Wand. Sie sprechen miteinander und arbeiten zusammen. Ein Mann nutzt einen Computer und eine Frau trinkt Kaffee. Eine Frau schreibt.*

AO2 – Response to stimulus

What mark would you give?

4 out of 4 marks

- The three bullet points have been **addressed**, as there is relevant description about people, activity and location.
- The student provides consistent, detailed **development** of ideas to describe different and relevant aspects of the picture. The description of the people includes several details about what they are wearing and what they look like, in the section 'Ein Frau … trägt ein weißes Pulli'. The description of the office is also detailed and provides information about what can be seen in the foreground and background e.g. 'Es scheint ... In der Hintergrund gibt es einen weißen Wand'. Several activities are also mentioned in the section, 'Sie sprechen miteinander ... Eine Frau schreibt'. All elements are relevant to the picture. For development, the response sits in band 4.
- The response is easily **comprehensible**. The message is always immediately clear. For comprehensibility, the response sits in band 4.

The best-fit approach results in this response being placed in mark band 4 for response to stimulus, as all bullet points are addressed in a detailed way and the whole response is easily comprehensible.

AO3 – Linguistic knowledge and accuracy

What mark would you give?

4 out of 4 marks

- The student uses a wide **variety** of relevant vocabulary and grammatical structures. There are several relative clauses, e.g. 'Ein Frau, die kurze, blonde Haare hat', and 'Die andere Frau, die sitzt...'. There are several clauses linked together by subordinate clauses, e.g. 'Es scheint, dass sie in ein modernes Büro sind, weil sie neben einem Tisch sind'. There are examples of the correct word order after inversions, for example 'Auf dem weißen Tisch gibt es …' and 'In der Hintergrund gibt es ...'. The student uses a variety of vocabulary to describe all the different aspects of people, location and activity e.g. 'Büro', 'Wand', and 'Hintergrund' to describe the location. For variety, the response sits in mark band 4.
- There is consistently **accurate** use of language. Any errors are minor and do not hinder clarity e.g. 'ein Frau', 'in ein modernes Büro', 'In der Hintergrund'. For accuracy, the response sits in mark band 4.

The best-fit approach results in this response being placed in mark band 4 for linguistic knowledge and accuracy. The language is consistently rather than mostly accurate and displays a wide variety of language.

Compulsory questions (Higher Tier)

Teacher:	Und was meinst du zur Arbeit mit einem Computer?
Student:	*Oft nutze ich einen Computer, um meine Hausaufgaben zu machen.*
Teacher:	Was hast du neulich in einer Gruppe gemacht?
Student:	*Neulich habe ich meine Hausaufgaben mit meinen Freunden gemacht.*

The response is fully communicated. 2 marks
The response is fully communicated. 2 marks

Conversation (Higher Tier)

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?*

What marks would you give?

AO1: Response to spoken language	
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.
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.
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.
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.
0	No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
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.
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.
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	• 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.

AO1 – Response to spoken language in speech

- The student's responses are consistently **relevant**, and all questions are well answered. The questions mainly focus on the chosen thematic context of 'Studying and my future' but the teacher organically moves the last couple of questions to within the thematic context of 'My personal world' to ask the student about their free time which the student also handles well. For relevance, the student's performance matches the 10-12 mark band.
- The student **develops** ideas throughout with frequently extended sequences of speech for example when responding to questions about their favourite subjects and the school trip. As phrased by the teacher, these questions allow the student to answer fully and at length. For example, in the section from, 'Meine Lieblingsfächer sind ...' to 'dass ich ziemlich kreativ bin', the student gives several convincing reasons why these are their favourite subjects and explains how they suit their personality. Other answers are shorter but are consistently developed by either giving opinions ('... weil ich finde es zu schwierig und zu kompliziert'), giving examples ('... zum Beispiel es würde interessant in Berlin zu arbeiten ...') or giving additional justification and reasoning ('Ich möchte eine kreatives Job machen ... für mein Job gut bezahlt sind'). For development, the student's performance matches the 10-12 mark band.
- Overall, the response is **comprehensible**, and sections of the conversation are easy to understand. However occasional messages are unclear or difficult to understand immediately. For example, in the first sentence, it is possible to make sense of the message eventually, i.e. that exams help teachers to see how students need to be helped, but it takes some concentration because of the syntax ('Ich finde Prüfungen … wenn sie zum Beispiel helfen nutzt…'). Occasionally the message is unclear, for example twice using the word 'Schau' for 'show' as it is not the correct word in German for a show or performance. On one occasion the student uses the English word 'less' in order to complete the sentence which would not be understood. For comprehensibility the student's performance matches the 7-9 mark band.

The best-fit approach results in this response being placed at the bottom of the mark band 10-12 for response to spoken language with a mark of 10. It missed scoring the top mark because the comprehensibility of the response is closer to band 7-9 than band 10-12 as the 'occasional' message is unclear rather than being 'rare'. To score more marks, the student would need to improve the clarity of the message. Overall though this was a lovely conversation with some sections that were beautifully extended and thoughtful.

What mark would you give? 10 out of 12

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AO3 – Linguistic knowledge and accuracy

- There is a **variety** of vocabulary and grammatical structures, including some use of complex structures and some less common words from the vocabulary list such as e.g. 'ich geniesse', and 'gut bezahlt'. There are a number of subordinate constructions being used successfully, for example 'ich denke, dass …', 'ich hoffe', 'dass…', 'ich weiß, dass…', 'weil' and 'wenn'. There is also a relative clause towards the end of the conversation ('was mein Lieblingsfilm war'). The student uses modal verb constructions with 'ich könnte' and 'ich will'. The response sits in mark band 3 for variety.
- There is frequently successful use of all three **timeframes**. Apart from the correct use of the present tense (e.g. 'ich finde', 'ich sehe'), there are also several correct uses of different past tenses (e.g. 'Letzte Woche bin ich nach London gefahren', 'Als ich Kind war'). The future time frame is expressed through 'ich möchte' and 'ich will'. There are a few slips, especially with attempts at more complex timeframes such as 'es würde interessant werden' in relation to a visit to Berlin which is not quite correct. 'Es könnte interessant werden' would be a better phrase. Overall, the response sits in mark band 3 for use of timeframes.
- There is **accurate** use of language overall with word order in complicated and often long sentences being frequently successful e.g. 'weil die Schauspieler und Schauspielerinnen sehr begabt waren'. There are some minor errors which do not affect communication e.g. 'in Restaurant/in Ausland/ins Theater zu sehen/geessen'. Accuracy in timeframes has already been commented on. The response sits in mark band 3 for accuracy.

The best-fit approach results in this response being placed in the mark band 3 for linguistic knowledge and accuracy. To score 4 marks, the student would need to use complex structures more accurately (e.g. see the comment on use of 'es würde interessant werden'). However, overall there was some lovely use of language.

What mark would you give?

3 out of 4

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Resources and support

GCSE resources from Pearson

Higher Tier Student Book

Foundation Tier Student Book

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Independent practice

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Pearson scheme of work

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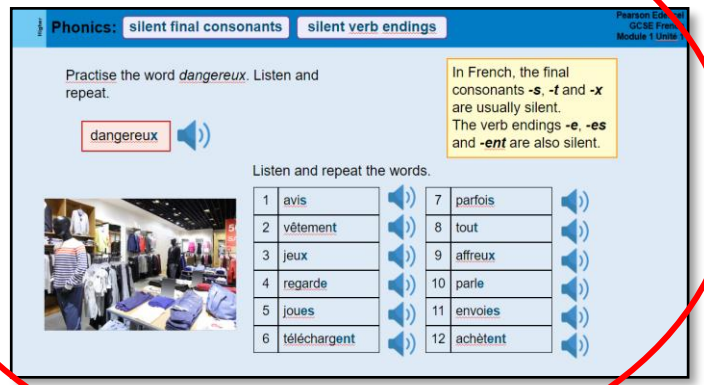
Phonics PPTs



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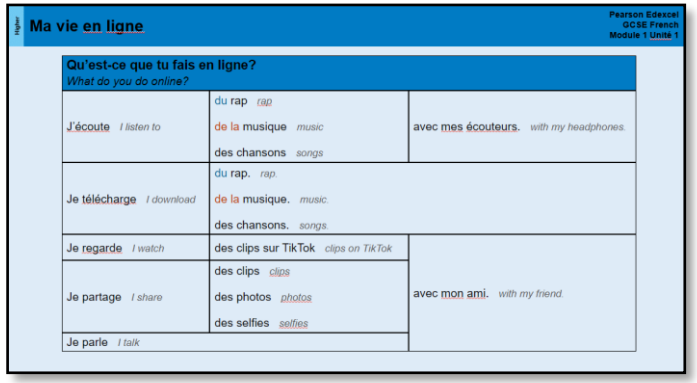
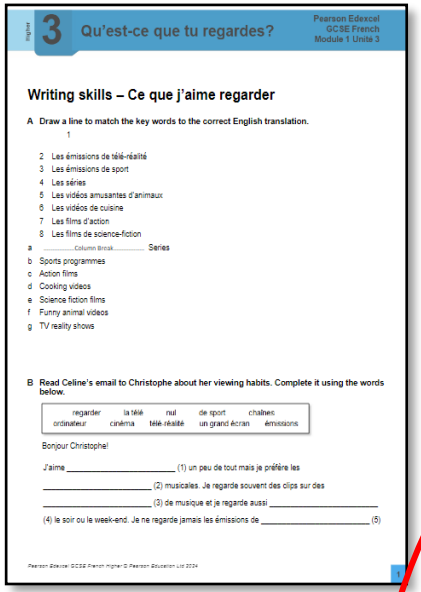
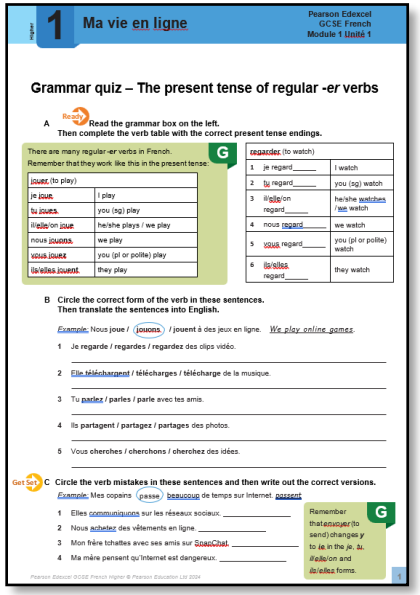


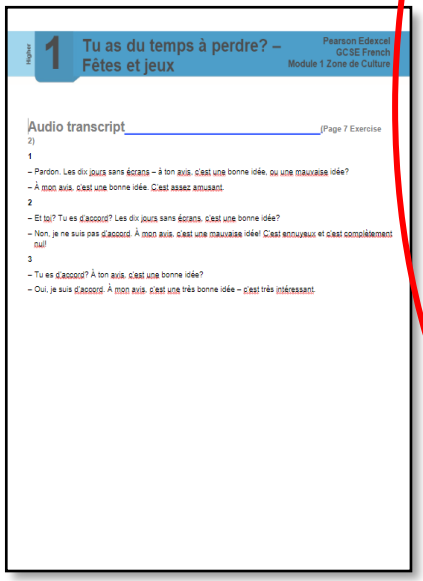
Skills worksheets



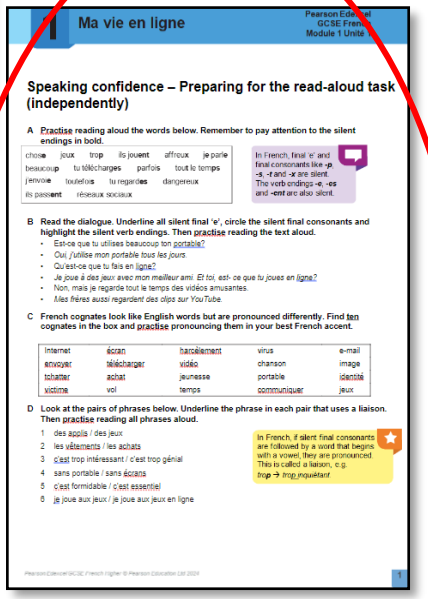
Grammar quiz worksheets



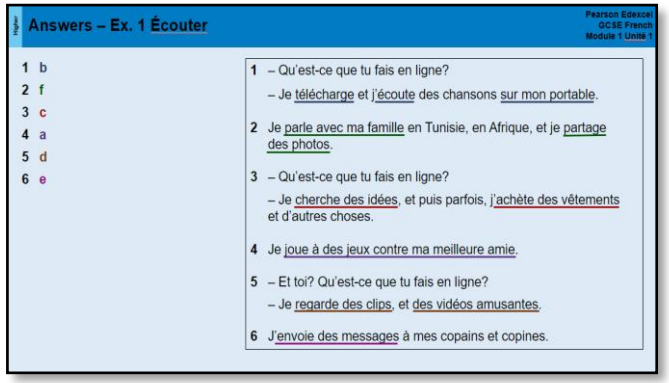
Audio files and transcripts



Speaking confidence worksheets



Answer PPTs



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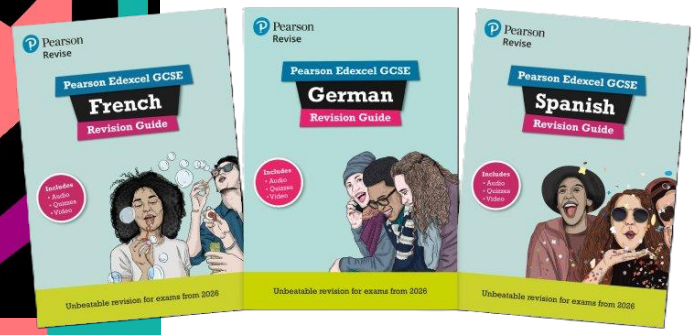

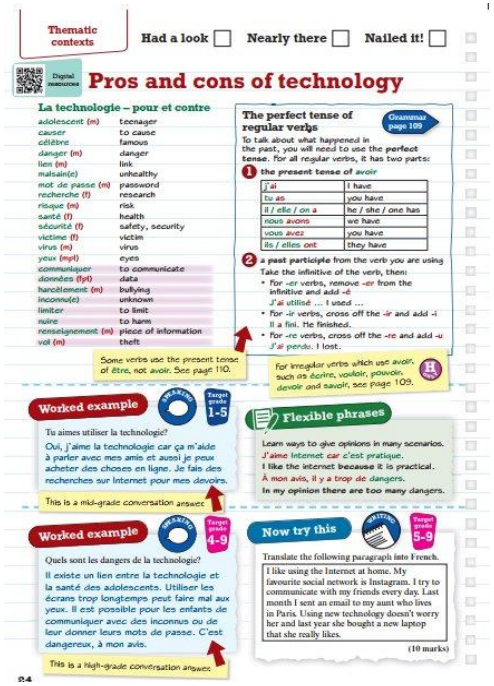

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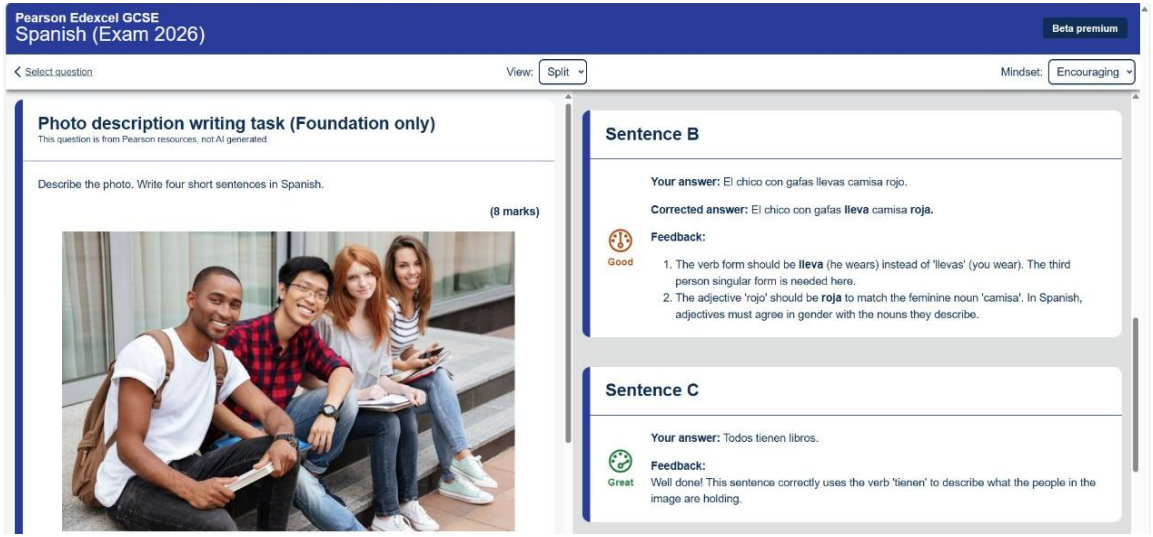

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Further training and resources

- Training currently available on the PD Academy:
  - GCSE 2024 'How to conduct the speaking exam' live and pre-record training
  - Drop-in clinics
  - New to Pearson Edexcel (which replaces our GRTT training)
  - Unpacking the Writing Exam / Unpacking the Speaking Exam
  - Effective Phonics Teaching for the Read Aloud and Dictation Tasks
  - Mastering Dictation
  - YouTube playlist of event recordings
- Training coming soon:
  - Self-paced training of Unpacking the Speaking and Unpacking the Writing courses, with marking training.
- Speaking Guide Paper 1, Speaking – Teacher Guide (guides available for all papers)
- Further exemplar material Pearson Edexcel GCSE German (2024) | Pearson qualifications

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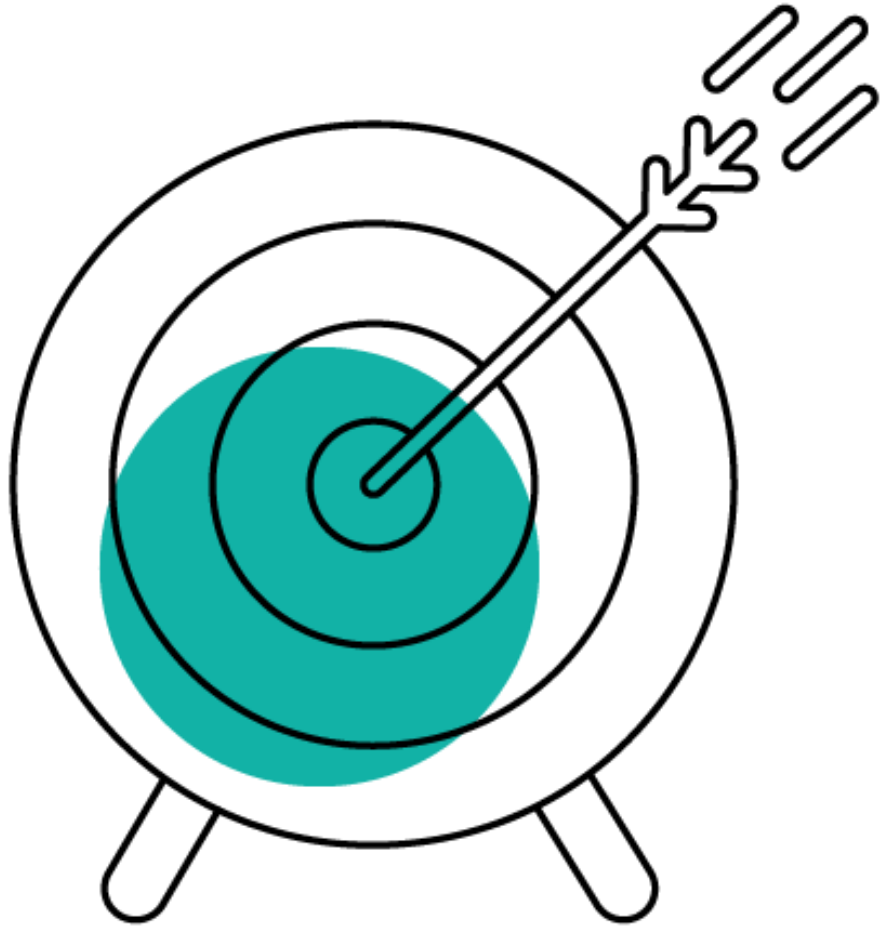
Review of today’s goals

- Brief recap of what's new and what's not in the Speaking paper
- Increase familiarity with the individual tasks and mark schemes
- Understand the application of the mark schemes to exemplar material (language specific)
- Know how to access resources, on-going support and upcoming training



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Email: teachinglanguages@pearson.com

Phone: +44 (0) 344 463 2535
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Rebecca Waker
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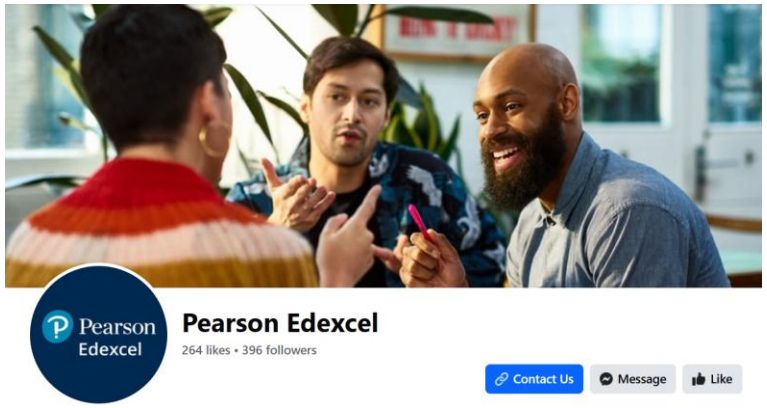

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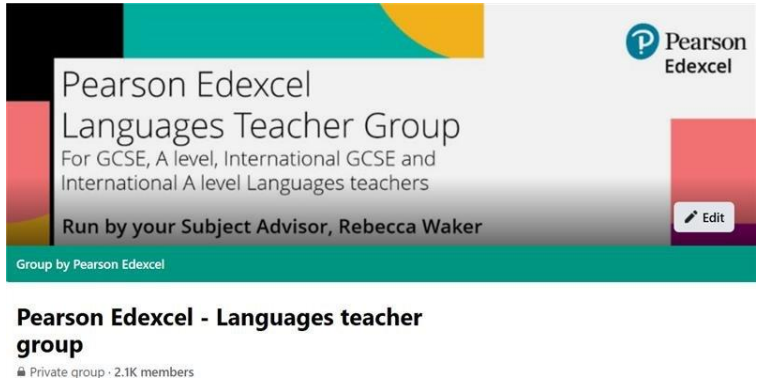

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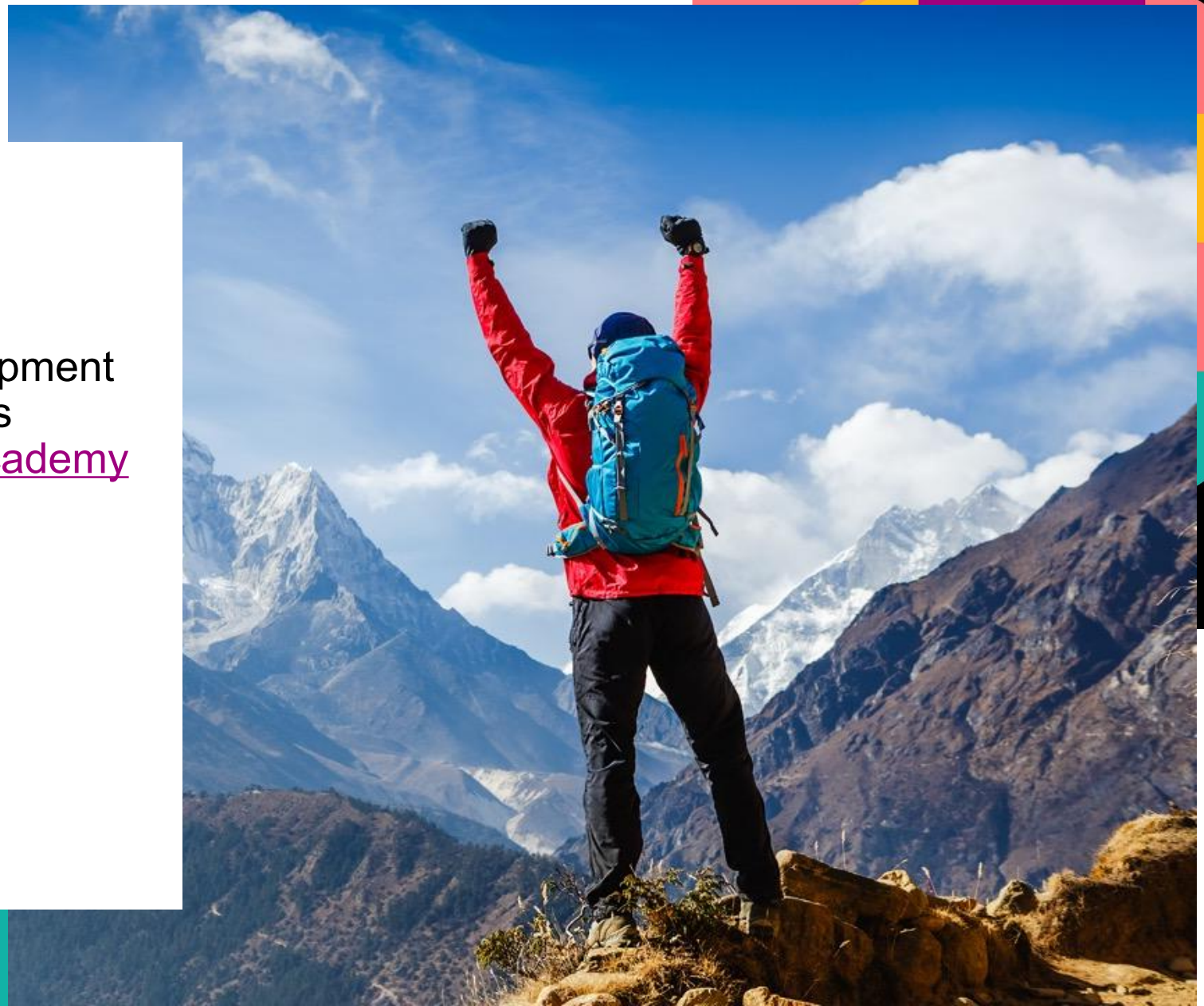

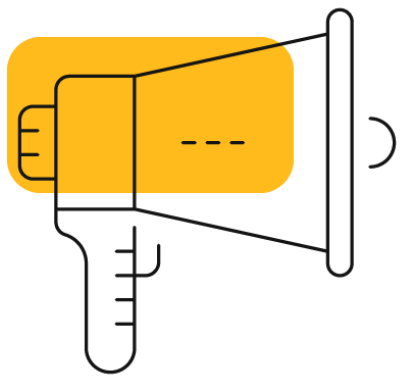

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