



Pearson
Edexcel

GCSE (9-1)

German (1GN1)

Exemplar

(47/50 marks)

Paper 1, Speaking

Higher tier



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Introduction

The purpose of this exemplification pack is to provide teachers and students with a video of a whole German speaking exam with marked responses to the new GCSE German Paper 1, Speaking, and to demonstrate Pearson's approach to marking.

In this pack, you will find a mark scheme, a video recording a student's responses to the three components of Paper 1, Speaking: Read aloud, Role play, Picture task and conversation.

The speaking exemplars for French, German and Spanish were filmed with real students. Please note that due to the timing of publishing these exemplars, students who were filmed had not been taught under the 2024 specification. As such, students have used some vocabulary and grammar outside of the 2024 specification, and this is given equal but not extra credit. This is in accordance with the requirements of the Department for Education's subject content. (see more explanation of this below).

Marks awarded in the exemplars are based on a relatively small sample. Whilst they are a good indication of the marks likely to be awarded for different levels, exact marks may differ somewhat when based on standardisation of a whole live series.

The Sample assessment materials which this response is based on can be found on the Pearson website [here](#).

If you have any enquiries regarding these materials or have any other questions, please contact our subject advisor team on Teachinglanguages@pearson.com.

Marking points in the spotlight

Following our review of 176 samples of student work across the three languages of French, German and Spanish, we have shone a spotlight on a few specific points:

- **'Equal credit' for use of language outside of the vocabulary and grammar lists**

To fulfil tasks, students are only required to use vocabulary and grammar included in the vocabulary and grammar lists of the specification. If they **correctly** use language outside of the vocabulary and grammar lists, they receive the same (but no extra) credit. For example, in the conversation of the **German video exemplar**, the student uses the sentence, 'Und ich habe es viel genossen, weil die Schauspieler und Schauspielerinnen sehr begabt waren und vor, nach den Schau haben wir in Restaurant geessen'. This sentence includes the word 'begabt' which is not on the vocabulary list. However, it contributes equally to the mark for variety under AO3, as would a word used within the vocabulary list e.g. 'gut'.

All **incorrect** language will be treated in the same way, regardless of whether or not it is included in the vocabulary and grammar lists. For example, in the **German video exemplar**, in the read aloud follow-on question 1, the word 'fit' (not on the vocabulary list) is used correctly. However, if it had been used incorrectly it would have impacted the mark under AO1 in the same way as a word from within the vocabulary list.

- **Importance of fully describing the picture**

To succeed in this task, it is very important that students describe the picture as fully as possible. It is important for teachers and students to understand that the new Picture task description is different from that of the 2016 qualification, which makes up only one of the five questions on the card. In the new qualification, the Picture task description is more substantial as it is a task which carries 8 marks. Teachers should take advantage of using the given prompts to encourage students to say more if necessary.

In general, students who took part in the trial produced very short responses for the Picture task description. Any development was usually in relation to the people whereas for activity or location, there was often under-development/limited development, which impacted the overall response and limited them significantly from accessing all of the available marks. Although it is not required that there is an equal amount of development across all 3 bullets, it does have to be sufficient to provide evidence of having met all of the criteria in the mark scheme. At **Foundation** tier, although it is possible to get into the top band for AO2 if two of the three bullet points are addressed, this is dependent on how well the other assessment criteria have been met (development and comprehensibility) and a lower band may be more appropriate when considered altogether. At **Higher** tier, a student who addresses all three bullet points 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.

The requirement of the task is for students to **describe** the picture. It is expected that students provide enough information for it to be considered a description, rather than a brief mention of what they can see. If students only give one detail as evidence for each bullet point, e.g. 'there are six people in the picture' (people), 'they are in a classroom' (location), 'they are studying' (activity), such a brief response will be self-limiting. They will be unable to show a high level of

development (AO2) or variety (AO3) and there could even be insufficient evidence to make a valid judgement of comprehensibility (AO2) and accuracy (AO3).

The picture description in this **German video exemplar**, where the student provides a detailed and comprehensible description of the picture is a good example of the detail needed to gain full marks. For another example of the detail needed to gain full marks, please refer to **Spanish video exemplar 1**.

- **Relevance and comprehensibility**

The description must be both relevant and comprehensible for it to be considered as evidence and therefore considered to be addressed. For example, if describing a picture of a classroom the student said, 'I don't like the picture, I hate school,' this would not be a relevant description of the location, and the bullet point would not be considered as addressed. This would also be the case if the language used was incomprehensible.

Notes on conduct of speaking test

Please note that students' cards were not always collected at the correct time in these videos, as teachers are still becoming familiar with the requirements of the test.

As outlined in the 'General instructions to the teacher' in the SAMs, teachers must prompt students to hand their stimulus cards on three occasions during the test.

1. Read aloud card after reading the passage out loud and before the teacher asks the follow-on questions.
2. Role play card at the end of the role play task.
3. Picture task card and notes at the end of test.

Exemplar 1 – 47 out of 50

[Click here to watch the video](#)

Task	Marks	Overall mark
Read aloud	8 out of 8	12 out of 12
Follow-on questions	4 out of 4	
Role play	10 out of 10	10 out of 10
Picture description	8 out of 8	25 out of 28
Follow-on questions	4 out of 4	
Conversation	13 out of 16	
Total score		47 out of 50

Task 1 – Read aloud (12 marks)

Part 1 – Read aloud (8 marks)

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).

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.

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

There is one mark grid to be applied to this task. 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. Students can only gain a maximum of one mark for a one-word answer.

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

Student card

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.

Read aloud transcript

Teacher: The test will begin, please read the text.

Student: *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.*

Examiner commentary

Total marks: 8 out of 8 marks

AO3: Knowledge and accurate application of vocabulary

There is clear and comprehensible communication throughout the Read aloud. The pronunciation is consistently clear and comprehensible. There are no lapses in SSCs. The best-fit approach results in this response being placed at the top end of the 7-8 mark band for knowledge and accurate application of vocabulary with a mark of 8, because overall the pronunciation is excellent throughout.

Short interaction based on text

Teacher card

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.

Transcript and examiner commentary

Transcript		Total marks: 4 out of 4 marks
<p>Teacher: Was machst du gern für deine Gesundheit?</p> <p>Student: <i>Ich versuche oft laufen zu gehen, um fit zu sein.</i></p>		<p>The response is fully communicated. (NB: the student has given a longer answer than required for the 2 marks, they could have gained two marks for the first phrase alone). 2 marks</p>
<p>Teacher: Was ist deine Meinung zum Teamsport?</p> <p>Student: <i>Ich finde Teamsport okay, aber ich mache lieber andere Sport wie Laufen.</i></p>		<p>The response is fully communicated. The minor mistake of leaving out the 'n' on 'anderen' has no impact on the message. (NB: the student has given a longer answer than required for the 2 marks, they could have gained two marks for the first phrase alone). 2 marks</p>

Task 2 – Role play (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.

Students can only gain a maximum of one mark for a one-word answer.

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

Student and teacher cards – HRP4

Candidate card STIMULUS HRP4
Setting: At the train station

Scenario:

- You are in a train station buying tickets.
- The 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.

You are in a train station buying tickets. I will play the part of an employee and will speak first.

1	<i>Guten Tag. Kann ich Ihnen helfen?</i> Allow the candidate to say where they would like to go. <i>Schön.</i>
2	<i>Haben Sie eine Frage?</i> Allow the candidate to ask about the next train. <i>Give an appropriate response.</i>
3	<i>Für wen kaufen Sie diese Fahrkarten?</i> Allow the candidate to say who they are buying the tickets for. <i>Gut.</i>
4	<i>Wohin werden Sie später fahren?</i> Allow the candidate to say where they will be going later. <i>Interessant.</i>
5	<i>Haben Sie noch eine Frage?</i> Allow the candidate to ask about the price. <i>Give an appropriate response.</i>

Transcript and examiner commentary

Transcript		Total marks: 10 out of 10 marks AO1: Response to spoken language
Teacher: Guten Tag. Kann ich Ihnen helfen? Student: <i>Ich möchte nach Berlin fahren.</i>		The response is fully communicated. 2 marks
Teacher: Schön. Haben Sie eine Frage? Student: <i>Wann kommt der nächsten Zug?</i>		The response is fully communicated. There is a minor mistake in adding an 'e' to 'kommt', but this does not interfere with the message. 2 marks
Teacher: Um zehn Uhr. Für wen kaufen Sie diese Fahrkarten? Student: <i>Sie sind für meine Eltern und mich.</i>		The response is fully communicated. 2 marks
Teacher: Gut. Wohin werden Sie später fahren? Student: <i>Später werde ich hier zurück kommen.</i>		The response is fully communicated. The missing of 'her' in 'hierher' does not interfere with the message. 2 marks
Teacher: Interessant. Haben Sie noch eine Frage? Student: <i>Was kostet das?</i>		The response is fully communicated. 2 marks

Task 3 – Picture task (28 marks)

Part 1 – Picture description (8 marks)

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.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Wide range of relevant vocabulary and grammatical structures. • Consistently accurate use of language, any errors are minor.
3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • A variety of relevant vocabulary and grammatical structures. • Mostly accurate use of language; some minor errors.
2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Some variety of vocabulary and grammatical structures. • Generally accurate use of language; some minor errors, there may be an occasional major error.
1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some of them major.
0	No rewardable material.	0	No rewardable material.

Student card (Picture 2)

Picture 1



MAPWI123380 - © kali9/Getty Images

Picture 2



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.

Picture description transcript

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.*

Examiner commentary

Total marks: 8 out of 8 marks	
AO2: Response to stimulus: 4 out of 4 marks	AO3: Linguistic knowledge and accuracy: 4 out of 4 marks
<ul style="list-style-type: none"> 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. <p>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.</p>	<ul style="list-style-type: none"> 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<u>u</u> Frau', 'in ein<u>u</u> modern<u>e</u>s Büro', 'In der Hintergrund'. For accuracy, the response sits in mark band 4. <p>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.</p>


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. Students can only gain a maximum of one mark for a one-word answer.

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


Teacher card

Picture 1



MAPW1123380 - © kali9/Getty Images

Picture 2



MAPW1123381 - © 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.

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.

Please turn over for instructions for the conversation.

Transcript and examiner commentary

Transcript		Total marks: 4 out of 4 marks
<p>Teacher: Und was meinst du zur Arbeit mit einem Computer?</p> <p>Student: <i>Ofť nutze ich einen Computer, um meine Hausaufgaben zu machen.</i></p>		<p>The response is fully communicated. 2 marks</p>
<p>Teacher: Was hast du neulich in einer Gruppe gemacht?</p> <p>Student: <i>Neulich habe ich meine Hausaufgaben mit meinen Freunden gemacht.</i></p>		<p>The response is fully communicated. 2 marks</p>

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.

AO1: Response to spoken language		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
10–12	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Gives some relevant responses to questions. • Develops ideas with some extended sequences of speech. • Response is generally comprehensible; some messages may be unclear. 	2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Teacher card

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?*

Conversation transcript

Teacher: Wie findest du Prüfungen in der Schule?

Student: *Ich denke, dass Prüfungen gut für wenn man ... Ich finde Prüfungen gut für Lehrer zu sehen, wie eine Schüler oder Schülerin, wenn sie zum Beispiel helfen nutzt, aber ich denke, sie ... ich denke, dass ... sie auch Stress bringen kann und viele Schüler mache lieber Arbeit zum Beispeil im Klassenzimmer, die less Stress bringt.*

Teacher: Gut. Was wirst du nach deinen Prüfungen machen? Was wirst du nach deinen Prüfungen machen?

Student: *Ich meistens. Wie bitte?*

Teacher: Was wirst du nach deinen Prüfungen machen?

Student: *Ich hoffe, dass ich könnte in Schule bleiben und Deutsch, Theater und Musik studieren, zu studieren.*

Teacher: Super. Okay. Erzähl mir etwas über dein Lieblingsfach, bitte?

Student: *Meine Lieblingsfächer sind Musik, Theater, Französisch und Deutsch, weil ich finde die Fremdsprache sehr interessant und sie sind auch sehr nützlich, wenn man ein Job will oder in anderen Ländern fahren will und ich genieße kreative Fächer, wie Theater und Musik, weil ich denke, dass ich ziemlich kreativ bin.*

Teacher: Fantastisch. Okay. Und gibt es ein Fach, das du nicht gern lernst?

Student: *Ich mag nicht Mathe, weil ich finde es zu schwierig und zu kompliziert.*

Teacher: Erzähl mir bitte etwas über eine Klassenfahrt, die du neulich gemacht hast?

Student: *Letzte Woche habe ich mit mein Klasse nach London, bin ich nach London gefahren, um eine Schau ins Theater zu sehen, die Grease heißt. Und ich habe es viel genossen, weil die Schauspieler und Schauspielerinnen sehr begabt waren und vor, nach den Schau haben wir in Restaurant geessen.*

Teacher: Fantastisch, gut. Und wie wird ein idealer Job in der Zukunft aussehen?

Student: *Ich möchte eine kreatives Job machen, weil ich mein Job genießen will, aber ich weiß, dass Geld sehr wichtig im Leben ist, also ich möchte auch für mein Job gut bezahlt sind.*

Teacher: Gut. Möchtest du im Ausland arbeiten?

Student: *Ich möchte vielleicht in Ausland arbeiten, zum Beispiel es würde interessant in Berlin zu arbeiten werden.*

Teacher: Gut. Und was machst du normalerweise in deiner Freizeit?

Student: *In meiner Freizeit gehe ich, habe ich Tanzstunde und ich gehe auch jeden Samstag Ski, was ich finde sehr spannend und abends sehe ich fern.*

Teacher: Was hast du gern als Kind gemacht?

Student: *Als Kind habe ich, bin ich, als ich Kind war, hatte ich eine DVD, die Cars heißt, was meine Lieblingsfilm war.*

Teacher: Okay. Danke schön.

Examiner commentary

Total marks: 13 out of 16 marks	
AO1: Response to spoken language: 10 out of 12 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 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.

AO1: Response to spoken language: 10 out of 12 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
<ul style="list-style-type: none"> 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. <p>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.</p>	<ul style="list-style-type: none"> 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. <p>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.</p>

Appendix – Mark scheme 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 blauges .
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. Students 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. 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.

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".