



Pearson  
Edexcel

# GCSE German Exemplars

Conversation Task  
Foundation Tier

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# Introduction

The purpose of this exemplification pack is to provide teachers and students with some examples of marked responses to the GCSE German Paper 1, Speaking, and to demonstrate Pearson's approach to marking.

In this pack, you will find a mark scheme, a sample of responses, and an examiner commentary for the follow-on conversation at Foundation tier. The recordings can be accessed from the website.

The speaking exemplars for French, German and Spanish were conducted with real students. Please note that due to the timing of publishing these exemplars, students who were recorded 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 these responses are 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](mailto:Teachinglanguages@pearson.com).

## Marking point in the spotlight

### **‘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 separately published **Read aloud and Role play exemplars**, in **foundation Exemplar A**, the student uses the phrase ‘...spiele ich Schach’ in their answer to the first follow-on question. The word ‘Schach’ is not on the vocabulary list but it is credited in the same way as would any word that was on the vocabulary list, e.g. if the student had said ‘...spiele ich Fußball’.

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 separately published **Read aloud and Role play exemplars**, in **foundation Exemplar E**, the response to Role play bullet point 1 is not rewarded full marks (the student says ‘Ich habe der Kopfschmerzen’); this is partly because of the mispronunciation of the non-vocabulary-list word, ‘Kopfschmerzen’, which makes the meaning unclear. If a word from the vocabulary list had been said unclearly, it would have been treated in the same way.

# Overview of exemplars

## Conversation task - Foundation tier (16 marks)

| Conversation | AO1 marks<br>(out of 12) | AO3 marks<br>(out of 4) | Overall mark<br>(out of 16) |
|--------------|--------------------------|-------------------------|-----------------------------|
| Exemplar A   | 9 marks                  | 3 marks                 | 12 marks                    |
| Exemplar B   | 6 marks                  | 2 marks                 | 8 marks                     |

# Conversation task (Foundation)

## Mark scheme (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"> <li>• Gives some relevant responses to questions.</li> <li>• Develops ideas with some extended sequences of speech.</li> <li>• Response is generally comprehensible; some messages may be unclear.</li> </ul>   | 4                                      | <ul style="list-style-type: none"> <li>• Some variety of vocabulary and grammatical structures, occasional use of complex language.</li> <li>• Generally successful use of three timeframes.</li> <li>• Generally accurate use of language; some minor errors, there may be an occasional major error.</li> </ul>           |
| 7–9                              | <ul style="list-style-type: none"> <li>• Gives occasional relevant responses to questions.</li> <li>• Develops ideas with occasionally extended sequences of speech.</li> <li>• Response is comprehensible in some parts; the message may occasionally break down.</li> </ul>  | 3                                      | <ul style="list-style-type: none"> <li>• Occasional variety of vocabulary and straightforward grammatical structures.</li> <li>• Some successful use of at least two timeframes, occasional slip in more complex constructions.</li> <li>• Some clear and accurate use of language; some major and minor errors.</li> </ul> |
| 4–6                              | <ul style="list-style-type: none"> <li>• Gives limited relevant responses to questions; there may be times when the speaker is unable to respond.</li> <li>• Development of ideas is limited; brief responses which the speaker may not be able to sustain.</li> <li>• Limited parts of the response are comprehensible; the message sometimes breaks down.</li> </ul>                                       | 2                                      | <ul style="list-style-type: none"> <li>• Limited variety of vocabulary and straightforward grammatical structures, likely to be repetitive.</li> <li>• Limited success with timeframes.</li> <li>• Limited accuracy with language; many major and minor errors.</li> </ul>  |
| 1–3                              | <ul style="list-style-type: none"> <li>• Gives minimal relevant responses to questions; often not able to respond/relies on rehearsed language that is irrelevant to the question.</li> <li>• Little or no development of ideas; very brief responses, which the speaker can often not sustain.</li> <li>• Isolated parts of the response are comprehensible; the message frequently breaks down.</li> </ul> | 1                                      | <ul style="list-style-type: none"> <li>• Minimal variety of vocabulary, likely to use individual words and/or phrases in isolation.</li> <li>• Minimal success with timeframes.</li> <li>• Minimal accuracy in the language; errors throughout, both major and minor.</li> </ul>  |
| 0                                | No rewardable material.  | 0                                      | No rewardable material.   |

## Exemplar A – Conversation task (Foundation)

### Teacher card

#### 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?*

## Exemplar A - Conversation transcript

**Teacher:** Ok gut, also was gibt es für Touristen in deiner Gegend? Was gibt es für Touristen?

**Student:**.....

**Teacher:** Was kann man hier machen? Also in deiner Stadt zum Beispiel, was kann man machen?

**Student:**.....

**Teacher:** Gibt es ein Schloss? Oder ...

**Student:** *Nein.*

**Teacher:** Ok, Also kannst du mir vielleicht ein bisschen über Urlaub erzählen? zum ... zum Beispiel, wohin bist du letztes Jahr in Urlaub gefahren?

**Student:** *Letzte Monat spiele ich mit meine Familie in der ... an der Park Volleyb ....Volleyball spielen.*

**Teacher:** Ja, ok. Gut. Bist du zum Beispiel nach Deutschland gefahren?

**Student:** *Ja, ich liebe die Weihnachtsmärkte in Köln.*

**Teacher:** Ach so ja, und was hast du gemacht? Was hast du in Deutschland gemacht?

**Student:** *Ich sehe die Sehenswürdigkeiten in Karneval, aber es war zu laut und schmutzig.*

**Teacher:** Ach so ja, und wie war der Unter ... die Unterkunft? ... Also wie war das Hotel?

**Student:** *Ahh die Kellner war ... die Reschep ... Reseptionist war sehr nett und freundlich, aber die Essen war zu kusslich und die Tränke war waren verbrannt.*

**Teacher:** Verbrannt ... das ist nicht gut. Und wohin möchtest du dieses Jahr fahren?

**Student:** *Dieses Jahr hoffe ich mit der Motorrad nach Polen gefahren.*



**Teacher:** Ach so nach Polen. Schön, ja. Und was wirst du machen?

**Student:** *Ich werde ein Fußballspiel schauen.*

**Teacher:** Ach so, du bist Fußballfan?

**Student:** *Ja.*

**Teacher:** Und hast du eine Lieblingsmannschaft?

**Student:** *Chelsea FC. Chelsea Fußballmannschaft.*

**Teacher:** Ja gut. Was magst du lieber, Winterferien oder Sommerferien?

**Student:** *Lieber mag ich Winterferien. Weil ich mit meiner Familie feiern ... Weihnachten feiern.*

**Teacher:** Ah gut ja, man kann zusammen Weihnachten feiern. Und im Sommer? Also in den Sommerferien, was wirst du mit deinen Freunden machen?

**Student:** *Wir werden an den Strand gehen.*

**Teacher:** Ja schön, ist ... also wohnst du in der Nähe von der von einem Strand?

**Student:** *In einem Feirenhaus.*

**Teacher:** Ach so gut. Vielen Dank. End of test.

## Exemplar A – Examiner commentary

| Total marks: 12 out of 16 marks   |  |
|---|--|
| AO1: Response to spoken language: 9 out of 12 marks   | AO3: Linguistic knowledge and accuracy: 3 out of 4 marks   |
| <p>The student gives some <b>relevant</b> responses to questions, e.g. 'Ja, ich liebe die Weihnachtsmärkte in Köln'. The questions are centred around the topic of tourism but also branch out spontaneously to the topic of football when the student mentions wanting to watch a football match in Poland. Overall, the student responded relevantly to questions but was unable to respond to the first question about what tourists can do in the area. Therefore, for relevance, the response sits towards the bottom of the 10-12 mark band.</p> <p>Answers to some questions are short but the student occasionally <b>develops</b> ideas with the odd extra phrase or sentence, e.g. 'Ich sehe die Sehenswürdigkeiten in Karneval, aber es war zu laut und schmutzig'. Overall, the response sits within the 7-9 mark band for development.</p> | <p>The conversation displays occasional <b>variety</b> of vocabulary and straightforward grammatical structures. The student is able to start sentences with adverbial clauses ('Letzte Monat ...', 'Dieses Jahr...'). There are occasional subordinate and coordinate conjunctions followed by correct word order, e.g. 'aber es war zu laut und schmutzig'. The vocabulary is appropriate to the task ('Weihnachtsmärkte', 'Fußballmannschaft'). The response sits in mark band 3 for variety.</p> <p>There are some instances of successful use of <b>timeframes</b>, e.g. 'Lieber mag ich Winterferien' for present timeframe, 'Ich werde ein Fussballspiel schauen' for future timeframe and 'es war,' for past timeframe. However, the student answers two questions which require a past timeframe with a present tense verb, e.g. 'Letzte Monat spiele ich mit meine Familie ...' and to the question 'Was hast du in Deutschland gemacht?' The student replies, 'Ich sehe die Sehenswürdigkeiten'. There is no correct perfect tense in the conversation. The response sits in mark band 3 for use of timeframes.</p> |

| Total marks: 12 out of 16 marks   |  |
|---|--|
| AO1: Response to spoken language: 9 out of 12 marks   | AO3: Linguistic knowledge and accuracy: 3 out of 4 marks   |
| <p>The response is generally <b>comprehensible</b> but there is one occasion when the message breaks down ('... aber die Essen war zu kusslich und die Tränke war waren verbrannt'). The mispronunciation of 'feiern' and 'Ferien' is also slightly confusing. These aspects move the student down into the second band and for overall comprehensibility, the response sits within the 7-9 mark band.</p> <p>The best-fit approach results in this response being placed at the top end of the mark band 7-9 for AO1, response to spoken language with a mark of 9. This is because the overall performance is better described in the 7-9 band even if the relevance of the response sits within 10-12 band. The student would need to produce more extended sequences of speech and be more successful in answering without ambiguity to gain a higher mark. However, the student was able to keep the conversation flowing.</p> | <p>There is some clear and <b>accurate</b> use of language in the conversation, but the build-up of some major errors (including verb structures, some of which have already been mentioned above in relation to timeframes) and minor errors ('mit der Motorrad', 'mit meine Familie') makes the language unclear at times. The response sits in mark band 3 for accuracy.</p> <p>The best-fit approach results in this response being placed in the mark band 3 for AO3, linguistic knowledge and accuracy as there was some successful use of timeframes rather than generally successful use of timeframes. To score more highly the student would need to use some complex grammatical structures and take more care with using timeframes.</p> <p>The student did well though in being able to manipulate language sufficiently to be understood most of the time.</p> |

## Exemplar B – Conversation task (Foundation)

### Teacher card

#### Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **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?*

## Exemplar B - Conversation transcript

**Teacher:** Was ist dein Lieblingsfach?

**Student:** *Mein Liebling ... mein Lieblingsfach ist Mathe.*

**Teacher:** Ah ja, ok, warum magst du Mathe?

**Student:** *Weil das ist sehr schwierig ... schwierig für alles ist.*

**Teacher:** Ja also, es ist schwierig, aber dein Lieblingsfach.

**Student:** *Schwierig ... ja, das ist mein Lieblingsfach, aber das ist schwierig für alles.*

**Teacher:** Ok! Ja, das verstehe ich. Und was lernst du nicht so gern?

**Student:** *Hm, ich würde sagen, äh Sport. Ich würde sagen Sport, weil das ist sehr äh ... man muss äh sehr viele Aktivitäten machen.*

**Teacher:** Ja, das stimmt. das stimmt.

Ok und mm, beschreib deine Schule! Was gibt es in deiner Schule?

**Student:** *In meiner Schule ... in meiner Schule es gibt ... ich weisse nicht, eine Computerzimmer, Computerraum, äh Lehrerzimmer ...*

**Teacher:** Ja.

**Student:** *Wiel Dinge, viel Dinge.*

**Teacher:** Also es gibt eine Mensa, ja? Wie findest du ...

**Student:** *Mensa? Oh Mensa das ist ... das ist ok, Mensa ist mein Lieblingsplatz. Mensa ist mein Lieblingsplatz.*

**Teacher:** Und wie ist das Essen? Wie findest du das Essen?

**Student:** *Ehh sausage roll äh Wurst roll, I weisse nicht äh ...*

**Teacher:** Aber es schmeckt gut?

**Student:** *Ja, das ist ... Ja.*

**Teacher:** Ja? Gut, gut. Ehm und gibt es viele Hausaufgaben in der Schule?

**Student:** *Nein, nein, äh ich würde sagen, eine Hausaufgaben äh für eine Woche.*

**Teacher:** Ja, also nicht zu viel?

**Student:** *Nicht zu vielen, nein, nein.*

**Teacher:** Freut mich, das ist gut.

Ähm hast du in letzter Zeit eine Klassenfahrt gemacht?

**Student:** *Klassenfahrt? Ja, ich habe ... Klassenfahrt nach Frankreich gemacht.*

**Teacher:** Ah ja?

**Student:** *Mit dem Reisenbus und mit meine Klasse.*

**Teacher:** Ok. Und wie war das?

**Student:** *Wie war das? War ...letztes Jahr.*

**Teacher:** Ja, und hat es Spass gemacht?

**Student:** *Ja, de gib e gibt es sehr viele Spass machen.*

**Teacher:** Freut mich. Gut, ähm also was werst du in der Zukunft lernen?

**Student:** *Zukunft lernen?*

**Teacher:** Also was möchtest du in der Zukunft studieren? ...

Eine schwierige Frage.

**Student:** *Schwierige Frage, ja genau. Weil ... nicht, nicht, ich würde sage ich mache nicht, weil ich bin nicht sehr in ... interess  
interested ... nicht interessant, aber nicht interessiert ... intere ... Das ist nicht sehr interessant, weil ich weisse nicht äh wie kann  
ich äh sage es.*

**Teacher:** Ja, also hast du einen Plan für einen Job?

**Student:** *Nein, nein.*

**Teacher:** Also auch keinen Plan?

**Student:** *Äh ich wurde sage äh Lehrer?*

**Teacher:** Ja?

**Student:** *Lehrer auf Russisch ... auf russisch Sprache.*

**Teacher:** Ja ? Ok. Gute ... gute Idee. Ähm gut, also das ist alles.

## Exemplar B – Examiner commentary

| Total marks: 8 out of 16 marks   |  |
|--|--|
| AO1: Response to spoken language: 6 out of 12 marks  | AO3: Linguistic knowledge and accuracy: 2 out of 4 marks   |
| <p>In limited instances the student is able to response <b>relevantly</b>, e.g. about their favourite subject and aspects of their German trip. However, there are times when the student does not respond with any relevant information, e.g. saying 'nein, nein' when asked about future work plans, does not answer the question and 'War ...letztes Jahr' to the question 'wie war das? '. They are sometimes unable to respond to the question, e.g. Question: 'was wirst du in der Zukunft lernen?' Answer: 'Zukunft lernen?'. The questions focus on the topic of education but within this topic several different aspects are being covered from favourite subject to description of school, food at school, homework, class trips and future ambitions. Overall, the response sits within the 4-6 mark band for relevance of response.</p> <p>The <b>development</b> of ideas is limited. There are brief responses which the speaker is not able to sustain ('mein Lieblingsfach ist Mathe', 'Ich wurde sage ...Lehrer?'). Overall, the response sits within the 4-6 mark band for development.</p> | <p>There is limited <b>variety</b> of vocabulary and straightforward grammatical structures. The student uses mainly main clauses ('das ist', 'es gibt') and at times the answers only contain a list of nouns, e.g. 'eine Computerzimmer, Computerraum, Lehrerzimmer ...', 'Lehrer auf Russisch ... russisch Sprache'. There is a correct use of a modal verb construction ('man muss sehr viele Aktivitäten machen') and several attempts at another, e.g. 'Ich würde sage'. The vocabulary used is quite repetitive ('schwerig', 'ich wurde sage') and at times, the student does not have the correct German at their disposal ('Eh sausage roll, Wurst roll, ich weisse nicht ...', 'weil ich weisse nicht, wie kann ich sage es'). The response sits in the mark band 2 for variety.</p> <p>There is limited success with <b>timeframes</b> as the response is mainly in the present tense ('das ist', 'es gibt') although there is one correct use of the perfect tense ('Ja, ich habe Klassenfahrt nach Frankreich gemacht'). The response sits in mark band 2 for timeframes.</p> |



| Total marks: 8 out of 16 marks  |   |
|---|---|
| AO1: Response to spoken language: 6 out of 12 marks   | AO3: Linguistic knowledge and accuracy: 2 out of 4 marks  |
| <p>Limited parts of the response are <b>comprehensible</b>, and the message occasionally breaks down, e.g. 'das ist ok, Mensa ist mein Lieblingsplatz. Mensa ist mein Lieblingsplatz. Und wie ist das Essen? Wie findest du das Essen ? Eh sausage roll, Wurst roll, ich weisse nicht.' There are several occasions when the student makes various attempts at coming out with an expression which makes the response difficult to follow, e.g. 'nicht, nicht, ich würde sage ich mache nicht, weil ich bin nicht sehr in ... interess interested ... nicht interessant, aber nicht interessiert ... intere ... Das ist nicht sehr interessant, weil ich weisse nicht, wie kann ich sage es'. For comprehensibility, the response sits within the 4-6 mark band.</p> <p>The best-fit approach results in this response being placed at the top of the mark band 4-6 for AO1, response to spoken language with a mark of 6. This is because the development of ideas is limited but the response is comprehensible in some parts and there are some relevant answers. To gain a higher mark, the student would need to attempt to answer more questions and to extend their sentences. The student manages to keep going even if there are times when they do not have the correct vocabulary to answer all questions.</p> | <p>The response displays limited <b>accuracy</b> with language. There are many major ('Ja, de gib e gibt es sehr viele Spass machen') and minor errors ('russisch Sprache'). The response sits in mark band 2 for accuracy.</p> <p>The best-fit approach results in this response being placed in the mark band 2 for AO3, linguistic knowledge and accuracy as the variety of vocabulary and grammatical structures is limited rather than minimal or occasional. The student would need to increase the range of vocabulary and structures and ensure that timeframes are consistent to gain a higher mark. However, the student did well in being able to make themselves understood some of the time.</p> |