

GCSE German Exemplars

Conversation Task
Higher 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 Higher 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.

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 - Higher tier (16 marks)

Conversation	AO1 marks (out of 12)	AO3 marks (out of 4)	Overall mark (out of 16)
Exemplar A	12 marks	4 marks	16 marks
Exemplar B	9 marks	2 marks	11 marks

Conversation task (Higher)

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"> • 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 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.

Exemplar A – Conversation task (Higher)

Teacher card

Follow-on conversation on the broader thematic context

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

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

(past tense) *Was hast du als Kind gern gemacht?*

(future tense) *Wie wirst du das nächste Wochenende verbringen?*

Exemplar A - Conversation transcript

Teacher: Was machst du am liebsten nach der Schule?

Student: *Nach der Schule höre ich am liebsten Rapmusik, um mich auszuruhen und ich liebe auch Süßigkeiten essen.*

Teacher: Siehst du auch gern fern?

Student: *Nach der Schule sehe ich gern fern, aber ich sehe bestimmt zu viel. Fernsehen ist immer wichtig für entspannend, weil es sehr unterhaltsam ist.*

Teacher: Und gehst du gern ins Kino?

Student: *Ja, ich gehe gern ins Kino, weil es spannend ist. Ich gehe immer ins Kino für meinen Geburtstag und ich wünsche, dass ich jeden Tag gehen könnte.*

Teacher: Hast du einen Lieblingsfilm?

Student: *Mein Lieblingsfilm ist It, aber normalerweise sehe ich Horrorfilme nicht, jedoch habe ich den Film wirklich spannend gefunden und ich habe ihn vier Mal gesehen.*

Teacher: Vier Mal? Ok also, was hast du letzte Wochenende gemacht?

Student: *Letzte Wochenende hatte ich nicht viel Freizeit, weil ich so viele Hausaufgaben hatte. Ich habe Physik in der Bibliothek gelernt, weil ich am Montag eine Prüfung hatte.*

Teacher: Ah, ok. Und hast du ein Lieblingsfach in der Schule?

Student: *Ich habe kein Lieblingsfach, aber ich lerne gern moderne Sprachen, weil sie interessant sind. Ich freue mich echt auf die Klassenfahrt, denn wir werden nach Frankreich fahren.*

Teacher: Ah, ok. Und wohin wirst du für den Klassenfahrt fahren?

Student: *Ich werde nach eine Stadt in Frankreich fahren, ich werde in einem Schloss für eine Woche bleiben und es wird Spass machen, weil alle meine Freun ... Freunde mitkommen werden.*

Teacher: Ok, super. Und also was wirst du in Frankreich essen, denkst du?

Student: *Ich werde viele Pizza essen, weil es so lecker ist und ich werde heiße Schokolade trinken.*

Teacher: Ok, super. Und wie wirst du in Frankreich fahren? Mit dem Flugzeug ... fa ...zum Beispiel?

Student: *Ja, ich werde mit dem Flugzeug nach Frankreich fahren, aber ich nicht gerne der Flugzeug.*

Teacher: Ok, also , was hast du lieber?

Student: *Am liebsten fahre ich mit dem Zug, weil es praktisch und lustig ist.*

Teacher: Ok, sehr gut, danke schön. That's the end of your test.

Exemplar A – Examiner commentary

Total marks: 16 out of 16 marks	
AO1: Response to spoken language: 12 out of 12 marks	AO3: Linguistic knowledge and accuracy: 4 out of 4 marks
<p>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 moves the last couple of questions to the topic of travel which flows naturally from the topic of class trips. The student also handles these questions well. The response sits within the 10-12 mark band for relevance.</p> <p>The student develops ideas with consistently extended sequences of speech after almost all questions, e.g. 'Ich habe kein Lieblingsfach ... to ... denn wir werden nach Frankreich fahren'. All responses contain at least one main idea and an explanation of this idea, often there are several details included in the answers, e.g. 'Letzte Wochenende hatte ich nicht viel Freizeit, weil ich so viele Hausaufgaben hatte. Ich habe Physik in der Bibliothek gelernt, weil ich am Montag eine Prüfung hatte'. The response sits within the 10-12 mark band for development.</p>	<p>There is a wide range of vocabulary and grammatical structures, including frequent use of complex structures. There are a number of subordinate and coordinate constructions being used successfully with 'weil' ('weil es so lecker ist') and 'denn' or 'aber' ('Ich freue mich echt auf die Klassenfahrt, denn wir werden nach Frankreich fahren'). There is also an infinitive clause towards the start of the conversation ('um mich auszuruhen'). The student also uses modal verb constructions correctly, e.g. 'ich wünsche, dass ich jeden Tag gehen könnte'. There is a good range of vocabulary with some nice words included such as 'bestimmt,' 'spannend,' 'unterhaltsam' and 'auszuruhen' (the latter two words are not in the vocabulary list but they receive equal though not extra credit to those words that are on the vocabulary list). The response sits in the mark band 4 for variety.</p> <p>There is consistently successful use of three timeframes. Apart from the correct use of verbs in the present tense ('ich gehe', 'ich sehe'), there are several correct uses of past tenses ('jedoch habe ich den Film wirklich spannend gefunden und ich habe ihn vier Mal gesehen'). The future time frame is being expressed through 'ich werde' ('Ich werde viele Pizza essen, weil es so lecker ist und ich werde heiße Schokolade trinken'). There is no ambiguity in the use of different timeframes. The response sits in the mark band 4 for use of timeframes.</p>

Total marks: 16 out of 16 marks	
AO1: Response to spoken language: 12 out of 12 marks	AO3: Linguistic knowledge and accuracy: 4 out of 4 marks
<p>All responses are easily comprehensible. There is only one instance where the message is not immediately clear when the student uses the adjective 'entspannend' instead of the noun 'Entspannung' but this is a rare slip and it is still understandable. The response sits within the 10-12 mark band for comprehensibility.</p> <p>The best-fit approach results in this response being placed at the top mark band 10-12 for AO1, response to spoken language with a mark of 12.</p>	<p>There is consistently accurate use of language, any errors are minor, e.g. 'nach eine Stadt'. There is only one instance which jars. There is a verb missing in 'aber ich nicht gerne der Flugzeug'. The response sits in mark band 4 for accuracy.</p> <p>The best-fit approach results in this response being placed in the mark band 4 for AO3, linguistic knowledge and accuracy as there is a wide range of vocabulary and grammatical structures rather than a variety of vocabulary and grammatical structure. The student has provided a conversation displaying a high linguistic knowledge and accuracy.</p>

Exemplar B – Conversation task (Higher)

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: *Was ist deine Meinung zum Teamsport?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

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

(past tense) *Erzähl mir von einer Schulveranstaltung im letzten Jahr.*

(future tense) *Wie wird dein idealer Job in der Zukunft aussehen?*

Exemplar B - Conversation transcript

Teacher: And then finally we move on to the conversation on the broader context of studying and my future.

Ähm, also erzähl mir ein bisschen mehr ähm über deine Schule, zum Beispiel, was was gibt es in deiner Schule?

Student: Äh in meiner Schule gibt es viele Klassenzimmer, wir haben vier Tennisplatz, ähm gibt es viele Labor und ein großes Aula. Wir haben zwei äh Mensa und äh Toiletten.

Teacher: Gut, ganz wichtig auch. Ähm, und was ist dein Lieblingsfach in der Schule? Hast du ein Lieblingsfach?

Student: Ja, mein Lieblingsfach ist Sport, weil ich spiele Netball und Tennis und ich denke, Sport ist sehr wichtig.

Teacher: Ach so, und seit wie lange spielst du Tennis?

Student: Mmm, ich habe seit zehn Jahren Tennis spielen.

Teacher: Ach so, das ist eine lange Zeit, dann kannst du bestimmt gut Tennis spielen.

Student: Äh ja, ok.

Teacher: Ähm gut und ähm welche Fächer lernst du nicht so gern?

Student: Mmm ich hasse Naturwissenschaften, es ist todlangweilig und meine Lehrerin ist so streng.

Teacher: Oh, wirklich?

Student: Ja.

Teacher: Sind alle Lehrer streng?

Student: Nein, mein Deutschlehrer ist sehr freundlich.

Teacher: So, das freut mich. Ähm, gut und ähm hast du in letzter Zeit eine Klassenfahrt gemacht?

Student: Ja, letzte Woche habe ich nach Deutschland ... nee bin ich nach Deutschland gefahren.

Teacher: Toll, ja?

Student: *Und ich habe Schifahren ... ich habe Schifahren gegangen ... und ich habe Neuschwanstein besuchen ...*

Teacher: Ach so ja, und wie war das?

Student: *Ahh es hat so viel Spass gemacht.*

Teacher: Ahh das ... das ist toll.

Student: *Es ist so schön!*

Teacher: Ok gut und ähm wo bist ähm wo bist du geblieben oder wo hast du gewohnt?

Student: *Es war ein deutsch Autausch so deshalb habe ich mit mein deutsch Autauschpartnerin geblieben.*

Teacher: Ja.

Student: *Sie war sehr nett und seine Mutt ... äh ihre Mutter war sehr freundlich.*

Teacher: Ahh das ist toll. Ähm und wie bist du dorthin gefahren?

Student: *Auf dem Bus.*

Teacher: Auf dem Bus!

Student: *Ja.*

Teacher: Von England nach Deutschland auf dem Bus!

Student: *Ich denke, es war zweiundzwanzig Stunden.*

Teacher: Zweiundzwanzig Stunden im Bus! Das macht vielleicht keinen Spass. Ähm gut, und ähm ähm wie hast du deine Grundschule gefunden?

Student: *Ich habe mein Grundschule geliebt, es war ... ja, ähm ich habe kein Schulübung in meine Grundschule ...*

Teacher: Ah wirklich?

Student: *Ja, aber jetzt habe ich Schulübung und ich hasse es. Ähm, ich habe kein Hausaufgaben in die Grundschule ähm und lang ... längere Pausen.*

Teacher: Also alles viel besser.

Student: *Ja.*

Teacher: Gibt es jetzt ähm viele Hausaufgaben hier in der Schule?

Student: *Ja, ich habe kein Wochenende jetzt.*

Teacher: Ahh du hast kein Wochenende, weil du so fleißig bist und so viel machst. Das ist schade. Ähm ok also eine Frage, wenn du Schuldirektorin wärst, was würdest du ändern? Also die Hausaufgaben vielleicht, noch etwas?

Student: *Ich würde ein ... Schwimmbad machen ...*

Teacher: Ach so ja, ein Schwimmbad, das wär gut.

Student: *Mmm ich würde auch ähm ja ...*

Teacher: Ja, das ist eine schwierige Frage., finde ich.

Student: *Ja.*

Teacher: Gut, ok meine letzte Frage, was was möchtest du ähm in der Zukunft als Job machen? Also was für eine Karriere möchtest du haben?

Student: *Ich möchte in ein Zuu arbeiten ...*

Teacher: Ah, toll.

Student: *Weil ich liebe Tiere und ich habe zwei Meerschweinchen ...*

Teacher: Ja?

Student: *Und sie sind sehr süß.*

Teacher: Ahh das ist toll. Vielen Dank Emily. End of test.

Exemplar B – Examiner commentary

Total marks: 11 out of 16 marks	
AO1: Response to spoken language: 9 out of 12 marks	AO3: Linguistic knowledge and accuracy: 2 out of 4 marks
<p>The student gives consistently relevant responses to the questions on the Thematic context of 'Studying and my Future'. The teacher starts off with questions on school life in general, moving on to class trips and a future career. The student responds to quite difficult questions, including the question about what they would change if they were the headteacher. For relevance, the response sits within the 10-12 mark band.</p> <p>The student is able to develop ideas by adding opinions to their answers, e.g. 'mein Lieblingsfach ist Sport, weil ich spiele Netball und Tennis und ich denke, Sport ist sehr wichtig, 'and frequently includes extended sequences of speech, e.g. 'In meiner Schule ... to ... Wir haben zwei Mensa und Toiletten,' and 'aber jetzt habe ich Schuluniform ... längere Pausen'. Other answers are shorter e.g., 'ja' or 'ja ok'. For development, the response sits within the 7-9 mark band.</p>	<p>There is some variety of vocabulary and grammatical structures, including some use of complex structures. Most of the vocabulary is quite straightforward although some words are used well such as 'Mensa' and 'todlangweilig' (these words are not on the vocabulary list and receive equal, but not extra, credit). There are a number of subordinate clauses being used such as 'mit' and 'weil' ('weil ich spiele Netball und Tennis', 'Weil ich liebe Tiere und ich habe zwei Meerschweinchen') although the word order is often incorrect. There is occasional use of complex language: The student uses a conditional clause when asked about what they would do as a headteacher ('Ich würde ein ... Schwimmbad machen'). The response sits in mark band 2 for variety.</p> <p>The response displays frequently successful use of timeframes. There are numerous examples of the correct use of the present timeframe ('mein Deutschlehrer ist sehr freundlich', 'Ich habe kein Hausaufgaben in die Grundschule'), but the student also uses incorrect present tense for describing a past event, e.g. 'Ich habe kein Hausaufgaben in die Grundschule'. For the past timeframe, the student offers some successful examples ('bin ich nach Deutschland gefahren', 'es hat so viel Spaß gemacht') but there are also some incorrect past participles in the perfect tense, e.g. 'gelieben'. The future time frame has been successfully dealt with 'Ich möchte in ein Zuu arbeiten'. The response sits in mark band 3 for use of timeframes.</p>

Total marks: 11 out of 16 marks	
AO1: Response to spoken language: 9 out of 12 marks	AO3: Linguistic knowledge and accuracy: 2 out of 4 marks
<p>The response is comprehensible. There are a couple of instances when the message might not be clear immediately. 'Auf dem Bus' refers to 'on top of the bus' in German and the correct form should be 'im Bus'. The student uses the word 'Austausch' twice without the 's' which may make the message unclear. The pronunciation of 'Zoo' in the last response is anglicised which might make the message difficult to understand immediately. For 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 of mark band 7-9 for AO1, response to spoken language with a mark of 9. This is because the response is nearer to developing some extended sequences of speech rather than consistently developing extended sequences of speech. In order to gain more marks, the student needs to extend their answers throughout the conversation. Overall, the student did a good job in keeping the conversation flowing.</p>	<p>The response displays generally accurate use of language. There are many minor errors: incorrect word order ('Weil ich liebe Tiere'), incorrect adjectival endings ('mit mein deutsch Autauschpartnerin') and incorrect auxiliary verbs ('ich habe Schifahren gegangen'). There is also a major error when the student uses the present tense to talk about their experiences in Primary school ('ich habe kein Hausaufgaben in die Grundschule'). For accuracy, the response sits in mark band 2.</p> <p>The best-fit approach results in this response being placed in the mark band 2 for AO3, linguistic knowledge and accuracy as there is not enough complex language and accuracy to warrant the response to be placed into the band above. In order to improve, the student would need to use language more accurately and to add more complex constructions, e.g. starting a sentence with a subordinate clause. The student did well in being able to manipulate language sufficiently to make herself understood all the time.</p>