



Pearson
Edexcel

GCSE German Exemplars

Picture 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 picture description and follow on questions 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.

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.

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). For example, in **Exemplar A** in this booklet, the student developed some ideas in relation to the people and what they are doing and gains six marks. In **Exemplar B** in this booklet, the response is very short and although there are a few extra points about the location, detail about the people is quite short and there is no extra detail about the activity. For this response the student only gains four marks, mainly because of the lack of development and variety of language.

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.

Overview of exemplars

Picture task - Foundation tier (12 marks)

Picture task	Picture Description AO2 marks (out of 4)	Picture Description AO3 marks (out of 4)	Picture Questions AO1 marks (out of 4)	Overall mark (out of 12)
Exemplar A	3 marks	3 marks	4 marks	10 marks
Exemplar B	2 marks	2 marks	2 marks	6 marks

Picture task (Foundation)

Mark scheme for Part 1 – Picture description task (8 marks)

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

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

This question contains three bullet points that form part of the task.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
4	<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. 	4	<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.
3	<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. 	3	<ul style="list-style-type: none"> • Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some of them major.
2	<ul style="list-style-type: none"> • 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. 	2	<ul style="list-style-type: none"> • Limited variety of vocabulary and grammatical structures. • Limited accuracy in the language; frequent errors both major and minor.
1	<ul style="list-style-type: none"> • 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. 	1	<ul style="list-style-type: none"> • 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.	0	No rewardable material.

Mark scheme for 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

Exemplar A – Picture task (Foundation)

Picture 1

Picture 1



MAPWI123387 - © Ground Picture/Shutterstock

Picture 2



MAPWI123382 - Pearson Asset Library

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

Your description must cover:

- people
- location
- activity.

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

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

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

Pearson Edexcel Level 1/Level 2 GCSE in German – Sample Assessment Materials (SAMs)

Picture 1



MAPWI123387 - © Ground Picture/Shutterstock

Picture 2



MAPWI123382 - Pearson Asset Library

Picture description

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

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

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

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

Compulsory questions related to pictures

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

Questions for picture 1

- Was trägst du gern, wenn es heiß ist?
- Was machst du mit Freunden im Sommer?

Questions for picture 2

- Was machst du gern in den Schulferien?
- Wo möchtest du Urlaub machen?

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

Please turn over for instructions for the conversation.

Exemplar A – Picture description transcript

Teacher: Please describe the picture.

Student: *Im Hintergrund sehe ich viele Bäume und im Vordergrund sehe ich vier Personen. In der linken Seite sehe ich, no gibt es zwei Männer und er trägt ein blaues Hemd mit weiße Schuhe ... weiße Schuhe ... weiße Schuhe und die Frau au in der rechten Seite trägt eine lilas Kleid. Sie lesen ein Zeichentrickfilmbucher, es sieht, die Personen sitzen auf ein Teppich und schwarze Sitze.*

Exemplar A – Examiner commentary (Picture Description)

Total marks: 6 out of 8 marks	
AO2 Response to stimulus: 3 out of 4 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
<p>Three bullet points have been addressed, including that there are four people in the picture, what the people are wearing and what they are doing there. There is no mention of where the people are, e.g. in the woods or at a campsite but the student mentions that there are trees.</p> <p>The student has developed some ideas in relation to the people and what they are doing. The description of the people is good and includes what they are wearing: 'In der linken Seite sehe ich, no gibt es zwei Männer und er trägt ein blaues Hemd mit weiße Schuhe....' There is also reference to what the people are doing: 'Sie lesen ein Zeichentrickfilmebucher, es sieht, die Personen sitzen auf ein Teppich...'. The student does not develop any information about the location however, only stating one thing they can see in the background and there is no mention of where people are . They could have included that they are outside, what the weather is like and the description of the tent (colour, size). For development the response sits in mark band 3.</p>	<p>There is occasional variety of vocabulary and grammatical structures, although there is some repetition ('mit weiße Schuhe ... weiße Schuhe ... weiße Schuhe'). The student is able to start sentences with adverbial clauses ('Im Hintergrund sehe ich', 'In der linken Seite sehe ich...') but there is no variety in the connectives used as the student only uses 'und'. There is a variety of present tense verbs to describe what is in the picture ('sehe ich', 'gibt es', 'er trägt', 'sie lesen', 'die Personen sitzen'). The vocabulary is appropriate to the task, e.g. 'im Hintergrund', 'im Vordergrund', 'in der linken Seite in der rechten Seite'. For variety, the response sits in mark band 3.</p> <p>The language used is generally accurate with some minor errors, e.g. 'in der linken Seite', 'mit weisse Schuhe', 'eine lilas Kleid'. There are no major errors. For accuracy, the response sits in mark band 4.</p> <p>The best-fit approach results in this response being placed in the mark band 3 for AO3 linguistic knowledge and accuracy as although there is good accuracy, there could have been a little more variety of vocabulary and grammatical structures.</p>

Total marks: 6 out of 8 marks	
AO2 Response to stimulus: 3 out of 4 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
<p>The response is generally comprehensible and most messages are clear although the use of 'Teppich' for a rug outside is unusual. Also, the word 'Sitze' for chairs is not correct and jars somewhat. Despite this, for comprehensibility, the response just sits in mark band 4 because there is some allowance for lack of clarity in the top band.</p> <p>The best-fit approach results in this response being placed in the mark band 3 for AO2, response to stimulus as there is some development of ideas. To have scored higher the student would need to describe the picture more fully.</p>	

Exemplar A - Questions relating to picture (transcript and commentary)

Transcript	Total marks: 4 out of 4
<p>Teacher: Gut. Was trägst du gern, wenn es heiß ist?</p> <p>Student: <i>Meistens trage ich ein weißes T-Shirt und weißes Schuhe mit einen weißes Hut.</i></p>	<p>The response is fully communicated.</p> <p>The incorrect endings of 'weißes Schuhe' and 'mit einen weißes Hut' have no bearing on the comprehension of the response.</p> <p>2 marks</p>
<p>Teacher: Und was machst du gern mit Freunden im Sommer?</p> <p>Student: <i>Im Sommer spielen ... sehen wir einen Horrorfilme in im Kino.</i></p>	<p>The response is fully communicated.</p> <p>The student corrects their own errors 'spielen' and 'in'.</p> <p>2 marks</p>

Exemplar B – Picture task (Foundation)

Picture 2

Picture 1



1411407767 - © Rafa Fernandez Torres/Getty Images

Picture 2



MAPW1123380 - © 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 1



411407767 - © Rafa Fernandez Torres/Getty Images

Picture 2



MAPW1123380 - © kali9/Getty Images

Picture description

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

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

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

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

Compulsory questions related to pictures

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

Questions for Picture 1

- Was lernst du gern in der Schule?
- Wie findest du Lernen in einer Gruppe?

Questions for Picture 2

- Wie findest du Hausaufgaben?
- Was meinst du zum Lernen mit einem Computer?

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

Please turn over for instructions for the conversation.

Exemplar B – Picture description transcript

Teacher: Please describe the picture.

Student: *Ok. Au dem Foto kann i de sehe einen Tisch und sieben Studenten. I wurde sage, das ist internationale Platz. Auf dem Hintergrund kann i sehe Schule. Ich denke, sie studieren und sie sind glücklich.*

Exemplar B – Examiner commentary (Picture Description)

Total marks: 4 out of 8 marks	
AO2 Response to stimulus: 2 out of 4 marks	AO3: Linguistic knowledge and accuracy: 2 out of 4 marks
<p>All three bullet points have been addressed, including that there are seven students in the picture, that it is an international place and there is a school in the background. The student also mentions that they are studying. However, there is no mention of what the people look like and there is only one activity mentioned. The description overall is brief.</p> <p>The response gives occasional, brief development of ideas to describe different and relevant aspects of the picture. About the location they say what kind of a place they think it is ('I wurde sage, das ist internationale Platz') and that they can see a table and a school in the picture. The student gives a relevant extra detail about how the people appear to be feeling ('Ich denke, sie sind glücklich'). However, they only give one detail about what the people in the picture are doing ('sie studieren') but they do not expand on this. For development, the response just sits in mark band 2. The student could have mentioned what the people looked like, that some are standing, that they are outside and what the weather is like.</p> <p>The response is comprehensible in some parts but the dropping of several sounds at the end of words means that some messages break down, e.g. 'au' for 'auf' and several 'i' for 'ich'. For comprehensibility, the response sits in mark band 2.</p>	<p>There is limited variety of vocabulary and grammatical structures. The student is able to start sentences with adverbial clauses followed by correct word order ('Auf dem Hintergrund'). There is a variety of present tense verbs to describe what is in the picture ('sie sind', 'Ich denke' - a modal verb construction). The student attempts a more complicated modal verb construction in the conditional, but it is not correct ('I wurde sage'). For variety, the response sits in mark band 2 as the brief response does not allow the student to show a range of vocab and grammar.</p> <p>There is limited accuracy language in the response, e.g. 'Ich denke', 'sie studieren und sie sind glücklich'. Major errors do occur, e.g. 'kann i de sehe', which prevents meaning (should be 'kann ich ... sehen') and the word order is also wrong. Other errors are minor and do not detract from the message being conveyed. For accuracy, the response just sits in mark band 2 as the accuracy is better than 'minimal.' However, the brevity of the response makes it difficult to give a higher mark for accuracy.</p>

Total marks: 4 out of 8 marks	
AO2 Response to stimulus: 2 out of 4 marks	AO3: Linguistic knowledge and accuracy: 2 out of 4 marks
The best-fit approach results in this response being placed in the mark band 2 for AO2, response to stimulus as the development of ideas is very brief and some of the words are not pronounced clearly enough.	The best-fit approach results in this response being placed in the mark band 2 for AO3, linguistic knowledge and accuracy, largely because of the brevity of the response and the limited amount of language to make a judgement on.

Exemplar B - Questions relating to picture (transcript and commentary)

Transcript	Total marks: 2 out of 4
<p>Teacher: Gut. Wie findest du Hausaufgaben?</p> <p>Student: <i>Hausaufgaben. Manchmal ist schwierig, aber das ist ok.</i></p>	<p>The response is fully communicated.</p> <p>Despite the missing of 'es' after 'ist' and the minor error of 'schwerig' instead of 'schwierig', the response communicates easily.</p> <p>2 marks</p>
<p>Teacher: Und was meinst du zum Lernen mit einem Computer?</p> <p>Student: <i>Mit meinem Computer? Ich habe keine Idee. No.</i></p>	<p>No rewardable communication.</p> <p>The student does not give an opinion to the question.</p> <p>0 marks</p>