

# GCSE German Exemplars

Picture 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 picture description and follow on questions 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](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.

## 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 gives several pieces of information about each aspect and gains full marks. In **Exemplar B** in this booklet, the response is very short (the student's opinion about the picture and school life in general is not relevant) and although there are a few extra points describing the people, detail about the activity is short and there is no description of the location. For this response the student only gains three 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 - Higher 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	4 marks	4 marks	4 marks	12 marks
Exemplar B	2 marks	1 mark	4 marks	7 marks



# Picture task (Higher)

## 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"> <li>• All three bullet points addressed.</li> <li>• Consistent, detailed development of ideas to describe different, relevant aspects of the picture.</li> <li>• Response is easily comprehensible; it is rare that the message is not immediately clear</li> </ul>	4	<ul style="list-style-type: none"> <li>• Wide range of relevant vocabulary and grammatical structures.</li> <li>• Consistently accurate use of language, any errors are minor.</li> </ul>
3	<ul style="list-style-type: none"> <li>• All three bullet points addressed.</li> <li>• Frequent development of ideas, some of which is detailed, to describe different, relevant aspects of the picture.</li> <li>• Response is comprehensible; the occasional message may be unclear/difficult to understand immediately.</li> </ul>	3	<ul style="list-style-type: none"> <li>• A variety of relevant vocabulary and grammatical structures.</li> <li>• Mostly accurate use of language; some minor errors.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Two or more bullet points addressed.</li> <li>• Ideas are generally developed, to describe different, relevant aspects of the picture.</li> <li>• Response is generally comprehensible; some messages may be unclear</li> </ul>	2	<ul style="list-style-type: none"> <li>• Some variety of vocabulary and grammatical structures.</li> <li>• Generally accurate use of language; some minor errors, there may be an occasional major error.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Two or more bullet points addressed.</li> <li>• Some development of ideas to describe different, relevant aspects of the picture.</li> <li>• Response is comprehensible in some parts; the message may occasionally break down</li> </ul>	1	<ul style="list-style-type: none"> <li>• Occasional variety of vocabulary and grammatical structures.</li> <li>• Some accurate language; errors occur, some of them major.</li> </ul>
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 (Higher)

## Picture 1

Picture 1



MAPW1123385 - © Ground Picture/Getty Images

Picture 2



MAPW1123386 - © Jaren Jai Wicklund/Shutterstock

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

Your description must cover:

- people
- location
- activity.

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

You will then move on to a conversation on the broader thematic context of **My personal world**.

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



MAPW1123385 - © Ground Picture/Getty Images

Picture 2



MAPW1123386 - © Jaren Jai Wicklund/Shutterstock

### 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 machst du gern mit Freunden?
- Was hast du neulich draußen gemacht?

#### Questions for Picture 2

- Was ist deine ideale Aktivität mit Freunden?
- Was hast du schon 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.



## Exemplar A – Picture description transcript

**Teacher:** If you could start by describing the picture, please.

**Student:** *Auf dem Foto gibt es viele Leute, die tanzen und lachen. Sie essen Wurst und trinken Limonade und es ist sehr sonnig, weil es Sommer ist. Ich denke, dass sie gute Freund sind und sie feiern einen Geburtstag. Im Hintergrund gibt es ein weisses Haus und viele Baum ... Baume. Es gibt drei Mädchen, die tragen Sommerkleidung und drei Männer tragen alle Jeans. Auf der rechten Seite gibt es einen kleinen Hund.*



## Exemplar A – Examiner commentary (Picture Description)

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
<p>All three bullet points have been <b>addressed</b>, including that there are several people in the picture, that there is a house in the background, what the weather is like, what the people are wearing and what they are doing there.</p> <p>The student provides consistent, detailed <b>development</b> of ideas to describe different and relevant aspects of the picture. The description of the people includes what they are wearing ('Es gibt drei Mädchen', 'die tragen Sommerkleidung und drei Männer tragen alle Jeans'), the description of the outside is detailed ('Im Hintergrund gibt es ein weisses Haus und viele Baum ... Baume..') and several activities are mentioned ('Auf dem Foto gibt es viele Leute, die tanzen und lachen. Sie essen Wurst und trinken Limonade'). The student also mentions the weather and a small dog in the picture. All elements are relevant to the picture. For development, the response sits in mark band 4.</p> <p>The response is easily <b>comprehensible</b>. The message is always immediately clear. For comprehensibility, the response sits in mark band 4.</p> <p>The best-fit approach results in this response being placed in the mark band 4 for AO2, response to stimulus.</p>	<p>The student uses a wide <b>range</b> of relevant vocabulary and grammatical structures. There are several relative clauses ('Auf dem Foto gibt es viele Leute', 'die tanzen und lachen'). There are several clauses linked together by subordinate clauses ('es ist sehr sonnig', 'weil es Sommer ist'). There are examples of correct word order after inversions, e.g. 'Auf der rechten Seite gibt es einen kleinen Hund'. The vocabulary is appropriate to the task and relevant words are used to describe the scenery ('feiern', 'Sommerkleidung', 'Hintergrund'). For variety, the response sits in mark band 4.</p> <p>There is consistently <b>accurate</b> use of language. Any errors are minor and do not hinder clarity, e.g. 'Freund' is in the singular when it should be plural and the word order in 'Es gibt drei Mädchen, die tragen Sommerkleidung' is not correct. 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 4 for AO3, linguistic knowledge and accuracy. The language is consistently accurate and varied rather than mostly accurate.</p>



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

Transcript	Total marks: 4 out of 4
<p><b>Teacher:</b> Ok, was machst du gern mit Freunden?</p> <p><b>Student:</b> <i>Mit meine Freunde singe ich gern, denn es so lustig ist. Ich koche auch gern mit meinen Freunden, um lecker Essen zu machen.</i></p>	<p>The response is fully communicated.</p> <p>NB the response did not need to be this long, the student could have gained 2 marks with the first part of the answer, 'Mit meine Freunde singe ich gern. '</p> <p>2 marks</p>
<p><b>Teacher:</b> Und was hast du neulich draußen gemacht?</p> <p><b>Student:</b> <i>Ich habe mit meinem Bruder Fussball gespielt, weil er das liebt und ich habe mit meine Familie einen Picknick gemacht.</i></p>	<p>The response is fully communicated.</p> <p>Despite a couple of wrong endings (meine/einen) there is no ambiguity.</p> <p>NB the response did not need to be this long, the student could have gained 2 marks with the first part of the answer, 'Ich habe mit meinem Bruder Fussball gespielt. '</p> <p>2 marks</p>



## Exemplar B– Picture task (Higher)

### Picture 2

Picture 1



MAPWI123381 - © kali9/Getty Images

Picture 2



1411407767 - © Rafa Fernandez Torres/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



MAPWI123381 - © kali9/Getty Images

Picture 2



1411407767 - © Rafa Fernandez Torres/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

(a) Was meinst du zur Arbeit mit einem Computer?

(b) Was hast du neulich in einer Gruppe gemacht?

##### Questions for Picture 2

(a) Wie findest du Lernen in einer Gruppe?

(b) Was hast du gestern im Unterricht 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.



## Exemplar B – Picture description transcript

**Teacher:** Please describe the picture.

**Student:** *Auf dem Foto gibt es funf Schüler und Schülerinnen und ein Lehrerinnen. Sie trägt ein blaues Kleid. Die Schüler und Schülerinnen sitzen und die Lehrer ... ist nicht sitzen ... nein ..., und sie lernen, sie sind glücklich, und ich denke, es Sommer ist, weil sie T-Shirt und Kleider tragen, ich hasse das Foto, weil ich hasse Schule und sie sind glücklich, aber Schule ist sehr langweilig.*



## Exemplar B – Examiner commentary (Picture Description)

Total marks: 3 out of 8 marks	
AO2 Response to stimulus: 2 out of 4 marks	AO3: Linguistic knowledge and accuracy: 1 out of 4 marks
<p>Two of the three bullet points have been <b>addressed</b>, including that there are five students and a teacher in the picture. The student mentions what they are doing and what the weather is like and what the people are wearing. However, there is no explicit mention of where they are and there is no description of the location.</p> <p>There is some <b>development</b> of people and what they are wearing, e.g. 'Sie trägt ein blaues Kleid, 'ich denke, es Sommer ist, weil sie T-Shirt und Kleider tragen' but the opinion about the picture and school life in general is not relevant as it is just the student's opinion and not a description of the photo. There is more the student could have said about activities other than the students sitting down and studying (talking, smiling, discussing) and there are several things they could have said to describe the classroom but there is no detail about the location. For development, the response sits in mark band 1.</p>	<p>There is occasional <b>variety</b> of vocabulary and grammatical structures. The brevity of the response is self-limiting, exacerbated by the fact that most of the information in the final sentence is irrelevant as it does not describe the picture. However, there is some basic vocabulary appropriate to the task, ('Schüler,' 'Schülerinnen'), and the student is able to start the description with an adverbial clause ('Auf dem Foto gibt es...'). There is occasional variety in present tense verbs, used to describe what is in the picture ('gibt es', 'sie trägt', 'sie tragen.' There is a subordinate clause with 'weil,' ('weil sie T-Shirt und Kleider tragen'). For variety, the response sits in mark band 1.</p> <p>There is some <b>accurate</b> use of language with some minor errors and some major errors, e.g. 'teacher' in plural when it is one female teacher and using the present tense incorrectly in "ist nicht sitzen'. After 'ich denke' there needs to be either a 'dass' with a verb at the end of the clause or no 'dass' with subject-verb word order. The student has mixed up these rules and said: 'ich denke, es Sommer ist'. For accuracy, the response sits in mark band 1.</p>



Total marks: 3 out of 8 marks	
AO2 Response to stimulus: 2 out of 4 marks	AO3: Linguistic knowledge and accuracy: 1 out of 4 marks
<p>The response is generally <b>comprehensible</b> though there are some language errors which make the message slightly unclear, which are dealt with under AO3. The student does give one incorrect piece of information as they describe the teacher's dress as blue when it is green. The slight hesitation when describing the position of the teacher does not detract from the message. For comprehensibility, the response sits in mark band 3.</p> <p>The best-fit approach results in this response being placed in the mark band 2 for AO2, response to stimulus as the third bullet point is not addressed and there are irrelevant aspects included in the response. There are several other things the student could have said about the picture.</p>	<p>The best-fit approach results in this response being placed in mark band 1 for AO3, linguistic knowledge and accuracy. Some of the language is accurate but based on a very short response, some of which is irrelevant. This results in the variety of language being only occasional and not offering enough evidence to justify a higher mark.</p>



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

Transcript	Total marks: 4 out of 4
<p><b>Teacher:</b> Wie findest du Lernen in einer Gruppe?</p> <p><b>Student:</b> <i>Ich hasse Menschen und ich lerne lieber mit keine Menschen.</i></p>	<p>The response is fully communicated.</p> <p>Although the student uses 'mit keine' instead of 'ohne', the response is easily understood.</p> <p>2 marks</p>
<p><b>Teacher:</b> Und was hast du gestern im Unterricht gemacht?</p> <p><b>Student:</b> <i>Gestern habe ich ... mein Mittagsessen gegessen und ich habe Naturwissenschaften gelernt.</i></p>	<p>The response is fully communicated.</p> <p>Even though the first phrase describes what the student did outside of lessons, they clearly describe what they did in class in the second phrase.</p> <p>2 marks</p>