GCSE German Exemplars

Read Aloud and
Role Play Tasks
Higher tier

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Contents

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 two first components of Paper 1, Speaking: Read aloud and Role play 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 examples, in **Exemplar C**, the student uses the phrase 'Ich finde die Schulferien toll, weil es entspannt ist,' in their answer to the second follow-on question. The word 'entspannt' 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 'Ich finde die Schulferien toll, weil es lustig ist'.

All **incorrect** language would be treated in the same way, regardless of whether or not it is included in the vocabulary and grammar lists. For example, in the Foundation tier **Exemplar E (Foundation)**, the response to Role play bullet point 1 is not rewarded full marks (the student says 'Ich habe der Kompfschmerzen'). 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

Task 1 read aloud - Higher tier (12 marks)

Read aloud	AO3 marks (out of 8)	AO1 marks (out of 4)	Overall mark (out of 12)
Exemplar A	8 marks	4 marks	12 marks
Exemplar B	8 marks	4 marks	12 marks
Exemplar C	7 marks	4 marks	11 marks
Exemplar D	2 marks	2 marks	4 marks

Task 2 role play - Higher tier (10 marks)

Role Play	AO1 marks (out of 10)
Exemplar E	10 marks
Exemplar F	9 marks

Read aloud task (Higher)

Mark scheme (12 marks)

Part 1 - Read aloud (8 marks)

Students will read aloud a short text. 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). Examiners **must** use the specific *'Guidance on application of read-aloud mark grid'*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Part 1 – Read aloud – Higher tier

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 – Higher tier (4 marks)

Students will answer two short questions based on the text they have read aloud. 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. Examiners **must** use the specific *'Guidance on application of mark grid'*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

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

Exemplar A – Read aloud task (Higher)

Student card (HRA5)

Read aloud

Your German penfriend Johanna has sent you a text about her travels.

Read out the text below to your teacher.

Meine Familie und ich fahren gern in andere Länder.

Leider ist es nicht immer einfach, umweltbewusst in solche Regionen zu

reisen.

Wir mögen besonders die Berge in Österreich, da man den Zug nehmen kann.

Ich finde es ruhiger, wenn man die Gegend zu Fuß besichtigen kann und kein

Auto braucht.

- Once you have read the text to your teacher, you must hand this card to them.
- You will then be asked two questions related to what you have read.
- 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.

Read aloud transcript

Teacher:	So the test will now begin, please read the text.
Student:	*Meine Familie und ich fahren gern in andere Länder.* *Leider ist es nicht immer einfach, umweltbewusst in solche R<u>ee</u>gionen zu reisen.* *Wir mögen besonders die Berge in Österreich, da man den Zug nehmen kann.* *Ich finde <u>da</u> ... ich finde es ruhiger, wenn man die Gegend zu Fuß besichtigen kann und kein Auto braucht.*

Examiner commentary

Total marks: 8 out of 8 marks
AO3: Knowledge and accurate application of vocabulary

The pronunciation is consistently clear and comprehensible. The candidate restarts the fourth sentence which is perfectly acceptable and there is a slight mispronunciation of the word 'Regionen'. Neither of these things interfere with the message being communicated.

The best-fit approach results in this response being placed at the top end of the 7-8 mark band for AO3, 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 (HRA5)

Paper 1: Speaking in German

Task 1: Read aloud

Instructions to the teacher

Higher tier HRA5

Thematic context: Travel and tourism

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.
This practice must be recorded.
Teachers should not offer any guidance or correction to candidates during this time.
When the candidate is ready to begin the test, you should state: 'The test will now begin. Please read the text.'

The candidate should read aloud the following text.

> Meine Familie und ich fahren gern in andere Länder.
>
> Leider ist es nicht immer einfach, umweltbewusst in solche Regionen zu reisen.
>
> Wir mögen besonders die Berge in Österreich, da man den Zug nehmen kann.
>
> Ich finde es ruhiger, wenn man die Gegend zu Fuß besichtigen kann und kein Auto braucht.

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. Wo möchtest du gern Urlaub machen?

Q2. Was ist deine Meinung zu den Schulferien?

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
Teacher: Gut, und wo möchtest du gern Urlaub machen? **Student:** *Äh, Frankreich, weil es ist sehr ... weil es sehr sonnig ist und mein Lieblingsessen ist Frankreich Essen.*	The response is fully communicated despite the expression 'Frankreich Essen'. 2 marks
Teacher: Und was ist deine Meinung zu den Schulferien? **Student:** *Hm, ich ... äh ich denke, Schulferien ist sehr sehr wichtig und ähm es macht viel Spass.*	The response is fully communicated. 2 marks

Exemplar B – Read aloud task (Higher)

Student card (HRA2)

Read aloud

Leon, your friend, has sent you some information about shopping.

Read out the text below to your teacher.

In meiner Stadt gibt es viele Gelegenheiten zum Einkaufen.

Junge Leute treffen sich im Zentrum und besuchen die Geschäfte.

Ich habe am Samstag einen Job in einem Laden, wo ich mit anderen

Jugendlichen zusammen arbeite.

Meiner Meinung nach ist Mode langweilig, denn ich interessiere mich mehr für

die Umwelt und unsere Zukunft.

- Once you have read the text to your teacher, you must hand this card to them.
- You will then be asked two questions related to what you have read.
- 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.

Read aloud transcript

Teacher:	The test will now begin, please read the text.
Student:	*In meiner Stadt gibt es viele Gelegenheiten zum Einkaufen.* *Junge Leute treffen sisch im Zentrum und besuchen die Geschäfte.* *Ich habe samstags einen Job in einem Laden, wo ich mit anderen Jugendlischen zusammen arbeite.* *Meiner Meinung nach ist Mode langweilig, denn ich interessiere mich mehr für die Umwelt und unsere Sukunft.*

Examiner commentary

Total marks: 8 out of 8 marks
AO3: Knowledge and accurate application of vocabulary

The pronunciation is consistently clear and comprehensible. The pronunciation of 'Zukunft' sounded more like 'Sukunft' with the German 'z' sound being pronounced more like an English 'z' at the start of a word. There were also minor lapses with the sound 'ch' in 'sich' and 'Jugendlichen' but they have no impact on the message.

The best-fit approach results in this response being placed at the top end of the 7-8 mark band for AO3,knowledge and accurate application of vocabulary, with a mark of 8 because overall the pronunciation is consistently clear and comprehensible.

Short interaction based on text - Teacher card (HRA2)

Paper 1: Speaking in German
Task 1: Read aloud

Higher tier HRA2

Instructions to the teacher

Thematic context: My neighbourhood

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.
This practice must be recorded.
Teachers should not offer any guidance or correction to candidates during this time.
When the candidate is ready to begin the test, you should state: 'The test will now begin. Please read the text.'

The candidate should read aloud the following text.

In meiner Stadt gibt es viele Gelegenheiten zum Einkaufen.

Junge Leute treffen sich im Zentrum und besuchen die Geschäfte.

Ich habe am Samstag einen Job in einem Laden, wo ich mit anderen

Jugendlichen zusammen arbeite.

Meiner Meinung nach ist Mode langweilig, denn ich interessiere mich mehr für

die Umwelt und unsere Zukunft.

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 am Samstag?

Q2. Was ist deine Meinung zur Mode?

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
Teacher: Was machst du gern am Samstag? **Student:** *Am Samstag gehe ich gern mit meine Freunde einkaufen.*	The response is fully communicated. Any minor grammatical error (meine Freunde) has no impact on the understanding of the response. 2 marks
Teacher: Und was ist deine Meinung zur Mode? **Student:** *Meine Meinung nach ist Mode nicht so wichtig, aber es kann cool sein.*	The response is fully communicated. Any minor grammatical error (meine Meinung) has no impact on the understanding of the response. 2 marks

Exemplar C – Read aloud task (Higher)

Student card (HRA5)

Read aloud

Your German penfriend Johanna has sent you a text about her travels.

Read out the text below to your teacher.

Meine Familie und ich fahren gern in andere Länder.

Leider ist es nicht immer einfach, umweltbewusst in solche Regionen zu

reisen.

Wir mögen besonders die Berge in Österreich, da man den Zug nehmen kann.

Ich finde es ruhiger, wenn man die Gegend zu Fuß besichtigen kann und kein

Auto braucht.

- Once you have read the text to your teacher, you must hand this card to them.
- You will then be asked two questions related to what you have read.
- 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.

Read aloud transcript

Teacher: This test will begin, this is the card HRA5, please read your text.

Student: *Meine Familie und ick fähre (sorry) fahren gern in andere Länder.*
Leider ist es nicht immer einfach, umweltbewusst in solche Ren ...
Rejionen su reisen.
Wir mögen besonders die Berge in Österreich, da man den Zug nehmen kann.
Ich finde es ruhiger, wenn man die Gegend zu Fuß besichtigen kann und kein Auto brauckt.

Examiner commentary

Total marks: 7 out of 8 marks
AO3: Knowledge and accurate application of vocabulary

There is consistently clear and comprehensible pronunciation despite some lapses in the SSCs which have no impact on the message. For example, 'ick' rather than 'ich,' 'su' instead of 'zu' and 'brauckt' instead of 'braucht' but these are not very obvious. The candidate corrects themselves when pronouncing 'fahren', which is perfectly acceptable. The only real lapse is the pronunciation of 'Regionen' which seems to confuse the candidate and sounds more like an English word. However, this does not impact the message.

The best-fit approach results in this response being placed at the lower end of the 7-8 mark band for AO3, knowledge and accurate application of vocabulary, with a mark of 7 because overall the pronunciation is close to being 'clear and comprehensible' as described in the lower band. However, any lapses in SSCs have no impact on the message.

Short interaction based on text - Teacher card (HRA5)

Paper 1: Speaking in German

Task 1: Read aloud

Instructions to the teacher

Higher tier HRA5

Thematic context: Travel and tourism

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: 'The test will now begin. Please read the text.'

The candidate should read aloud the following text.

> Meine Familie und ich fahren gern in andere Länder.
>
> Leider ist es nicht immer einfach, umweltbewusst in solche Regionen zu
>
> reisen.
>
> Wir mögen besonders die Berge in Österreich, da man den Zug nehmen kann.
>
> Ich finde es ruhiger, wenn man die Gegend zu Fuß besichtigen kann und kein
>
> Auto braucht.

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. *Wo möchtest du gern Urlaub machen?*

Q2. *Was ist deine Meinung zu den Schulferien?*

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
Teacher: Wo möchtest du gern Urlaub machen? **Student:** *Ick möchte ein Campingurlaub in Spanien ma ... machen.*	The response is fully communicated. 2 marks
Teacher: Was ist deine Meinung zu den Schulferien? **Student:** *Ich fi ... ich finde die Schulferien toll, weil es entspannt ist*	The response is fully communicated. 2 marks

Exemplar D – Read aloud task (Higher)

Student card (HRA5)

Read aloud

Your German penfriend Johanna has sent you a text about her travels.

Read out the text below to your teacher.

> Meine Familie und ich fahren gern in andere Länder.
>
> Leider ist es nicht immer einfach, umweltbewusst in solche Regionen zu
>
> reisen.
>
> Wir mögen besonders die Berge in Österreich, da man den Zug nehmen kann.
>
> Ich finde es ruhiger, wenn man die Gegend zu Fuß besichtigen kann und kein
>
> Auto braucht.

- Once you have read the text to your teacher, you must hand this card to them.
- You will then be asked two questions related to what you have read.
- 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.

Read aloud transcript

Teacher:	Please read out your passage.
Student:	*Mein Familie und isch fähren gern in de andere Länder.* *Lieder ist es nischt immer einfack, umweltbewusst in sulche Region zu riesen.* *Wir mögen besonders die Berge in Österreisch, da man den Zug nehmen kann.* *Ich finde es ruhiger, wenn man die Gegend zu Fusch beschichtigen kann und kein Auto braucht.*

Examiner commentary

Total marks: 2 out of 8 marks
AO3: Knowledge and accurate application of vocabulary

The pronunciation is sometimes clear and comprehensible though some lapses in the SSCs occasionally make the message unclear. This is particularly the case for the word 'Fuß' which was pronounced more like 'Fusch'. There were some further issues with the pronunciation of the German 's' and 'ch' sounds. 'Ich' sounded more like 'isch' and 'besichtigen' like 'beschichtigen'. The SSC at the ending of 'Österreich' was also not correct. There were major lapses in the pronunciation of 'leider' and 'reisen' which the candidate pronounced like 'lieder and 'Riesen' which mean something different in German. The word 'fahren' sounded more like 'fähren'. These lapses detracted from the overall clarity and occasionally made the message unclear. Furthermore, the candidate did not pronounce the 'e' sound at the end of 'Meine' and the 'n' sound at the end of 'den'.

The best-fit approach results in this response being placed at the top end of the 1-2 mark band for AO3, knowledge and accurate application of vocabulary, with a mark of 2. This is because overall, the pronunciation is closer to being generally clear rather than not scoring any marks.

Short interaction based on text - Teacher card (HRA5)

Paper 1: Speaking in German

Task 1: Read aloud

Instructions to the teacher

Higher tier HRA5

Thematic context: Travel and tourism

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.
This practice must be recorded.
Teachers should not offer any guidance or correction to candidates during this time.
When the candidate is ready to begin the test, you should state: 'The test will now begin. Please read the text.'

The candidate should read aloud the following text.

> Meine Familie und ich fahren gern in andere Länder.
>
> Leider ist es nicht immer einfach, umweltbewusst in solche Regionen zu
>
> reisen.
>
> Wir mögen besonders die Berge in Österreich, da man den Zug nehmen kann.
>
> Ich finde es ruhiger, wenn man die Gegend zu Fuß besichtigen kann und kein
>
> Auto braucht.

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. Wo möchtest du gern Urlaub machen?

Q2. Was ist deine Meinung zu den Schulferien?

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: 2 out of 4 marks
Teacher: Wo möchtest du gern Urlaub machen? **Student:** *Ich gern Pauschurlaub, weil es Spaß gemacht.*	There is no rewardable communication as the word 'Pauschurlaub' does not exist and the time frame suggested with 'gemacht' is also incorrect. 0 marks
Teacher: Was ist deine Meinung zu den Schulferien? **Student:** *Ich finde Schulferien gut, denn es ist interessant.*	The response is fully communicated. 2 marks

Role play task (Higher)

Mark Scheme (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. Examiners **must** use the specific *'Guidance on application of the mark grid'*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

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

Exemplar E – Role play task (Higher)

Student and teacher cards (HRP6)

Candidate card STIMULUS HRP6

Setting: In town

Scenario:

- You are in Austria and you stop a passer-by for information.
- The teacher will play the part of the passer-by 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 want to go.
2. Ask a question about how to get there.
3. Give your opinion of the town.
4. Say what else you will do in Austria.
5. Ask a question about activities in the town.

Teacher card STIMULUS HRP6
Setting: In town

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are in a town. I will play the part of a passer-by and will speak first.

1	*Guten Tag. Kann ich Ihnen helfen?*
	Allow the candidate to say where they want to go.
	Das ist einfach.
2	*Haben Sie eine Frage?*
	Allow the candidate to ask about how to get there.
	Give an appropriate response.
3	*Wie finden Sie unsere Stadt?*
	Allow the candidate to give their opinion of the town.
	Ich auch.
4	*Was werden Sie in Österreich noch machen?*
	Allow the candidate to say what else they will do in Austria.
	Interessant.
5	*Haben Sie noch eine Frage?*
	Allow the candidate to ask about activities in the town.
	Give an appropriate brief response.

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:** *Ja, ich will im Supermarkt gehen.*	The response is fully communicated. 2 marks
Teacher: Das ist einfach. Haben Sie eine Frage? **Student:** *Kann ich mit dem Bus fahren?*	The response is fully communicated. 2 marks

Teacher: Ja, mit dem Bus Nummer zwölf. Wie finden Sie unsere Stadt?	The response is fully communicated.	
Student: *Ich liebe die Stadt, weil es schön ist.*	2 marks	
Teacher: Ich auch. Was werden Sie in Österreich noch machen?	The response is fully communicated.	
Student: *Ich werde Schi fahren.*	2 marks	
Teacher: Interessant. Haben Sie noch eine Frage?	The response is fully communicated.	
Student: *Gibt es in der Stadt eine Eisbahn?*	2 marks	
Teacher: Ja, es gibt ein Eisbahn ganz in der Nähe von hier.		

Exemplar F – Role play task (Higher)

Student and teacher cards (HRP6)

Candidate card STIMULUS HRP6

Setting: In town

Scenario:

- You are in Austria and you stop a passer-by for information.
- The teacher will play the part of the passer-by 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 want to go.
2. Ask a question about how to get there.
3. Give your opinion of the town.
4. Say what else you will do in Austria.
5. Ask a question about activities in the town.

Teacher card STIMULUS HRP6
Setting: In town

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are in a town. I will play the part of a passer-by and will speak first.

1	*Guten Tag. Kann ich Ihnen helfen?*
	Allow the candidate to say where they want to go.
	Das ist einfach.
2	*Haben Sie eine Frage?*
	Allow the candidate to ask about how to get there.
	Give an appropriate response.
3	*Wie finden Sie unsere Stadt?*
	Allow the candidate to give their opinion of the town.
	Ich auch.
4	*Was werden Sie in Österreich noch machen?*
	Allow the candidate to say what else they will do in Austria.
	Interessant.
5	*Haben Sie noch eine Frage?*
	Allow the candidate to ask about activities in the town.
	Give an appropriate brief response.

Transcript and examiner commentary

Transcript	Total marks: 9 out of 10 marks
	AO1: Response to spoken language
Teacher: Guten Tag. Kann ich Ihnen helfen? **Student:** *Ja, ich möchte ins Kino gehen.*	The response is fully communicated. 2 marks
Teacher: Das ist einfach. Haben Sie eine Frage? **Student:** *Muss ich links gehen?*	The response is fully communicated. 2 marks

Teacher:	Nein, Sie mussen hier geradeaus gehen und das Kino ist auf der rechten Seite. Wie finden Sie unsere Stadt?	The response is fully communicated. 2 marks
Student:	*Ich hasse die Stadt, weil es wirklich schmutzig ist.*	
Teacher:	Ich auch. Was werden Sie in Österreich noch machen?	The response is partially communicated. There is some ambiguity as the student uses the English word 'opera'. 1 mark
Student:	*Ich werde auch die Opera sehen.*	
Teacher:	Interessant. Haben Sie noch eine Frage?	The response is fully communicated. The meaning is clear despite the slight mispronunciation of 'traditionelle'. 2 marks
Student:	*Wo kann ich tradischionelle Österreich Essen probieren?*	
Teacher:	Es gibt ein fantastisches Café hier in der Nähe.	