



Pearson
Edexcel

GCSE German Exemplars

Read Aloud and
Role Play Tasks
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 two first components of Paper 1, Speaking: Read aloud and Role play 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 **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 **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

Task 1 read aloud - Foundation 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	6 marks	4 marks	10 marks
Exemplar C	5 marks	3 marks	8 marks

Task 2 role play - Foundation tier (10 marks)

Role Play	AO1 marks (out of 10)
Exemplar D	10 marks
Exemplar E	7 marks

Read aloud task (Foundation)

Mark scheme (12 marks)

Part 1 - Read aloud (8 marks)

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 – Foundation tier

Mark	AO3: Knowledge and accurate application of vocabulary
7–8	Pronunciation is generally clear and comprehensible; lapses in SSCs have limited impact on the message.
5–6	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
3–4	Pronunciation is occasionally clear and comprehensible; lapses in SSCs sometimes cause the message to break down.
1–2	Pronunciation is limited in clarity; lapses in SSCs often cause the message to break down.
0	No rewardable material.

Part 2 - Short interaction based on text – Foundation tier (4 marks)

There is one mark grid to be applied to this task. 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 (Foundation)

Student card

Read aloud

Anna, your German friend, has sent you some information about herself.
Read out the text below to your teacher.

Ich bin fünfzehn Jahre alt.

Normalerweise mache ich viel mit meiner Familie.

Mein Bruder ist fleißig und mag Sport.

Unsere Schwester wohnt jetzt nicht mehr zu Hause.

Jeden Abend essen wir zusammen in der Küche.

- 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: *Ich bin fünfzehn Jahre alt.*
Normalerweise mache ich viel mit meiner Familie.
Mein Bruder ist fleißig und mag Sport.
Unsere ältere Schwester wohnt nicht mehr zu Hause.
Jeden Abend essen wir zusammen in der Küche.

Examiner commentary

Total marks: 8 out of 8 marks
AO3: Knowledge and accurate application of vocabulary
The pronunciation is generally clear and comprehensible. The candidate pronounces all words clearly. There are no lapses in SSC's and although the ü in 'Küche' is slightly short, this has no impact on the message. The best-fit approach results in this response being placed in the 7-8 mark band for AO3, knowledge and accurate application of vocabulary. As there is no evidence to put this candidate into the band below, the higher of the two marks (8) has been awarded.

Short interaction based on text - Teacher card

Instructions to the teacher	Thematic context: My personal world
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.	
Ich bin fünfzehn Jahre alt.	
Normalerweise mache ich viel mit meiner Familie.	
Mein Bruder ist fleißig und mag Sport.	
Unsere Schwester wohnt jetzt nicht mehr zu Hause.	
Jeden Abend essen wir zusammen in der Küche.	
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 zu Hause? Q2. Wie findest du Sport? 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 zu Hause? Student: <i>Norwaler Normalerweise bleibe ich zu Hause, aber mit meine Familie. Wahrscheinlich spiele ich Schach ...</i>	The response is fully communicated. 2 marks
Teacher: Wie findest du Sport? Student: <i>Sp ... ich spiele gern Fussball, aber mir gefällt nicht Basketball, aber es sieht zu langweilig ist.</i>	The response is fully communicated. The verbs in the opinion at the end are mixed up but it does not detract from the overall meaning. 2 marks

Exemplar B – Read aloud task (Foundation)

Student card

Read aloud

Your German friend Sofie has sent you a text about transport.

Read out the text below to your teacher.

Ich fahre gern Rad.

Ich gehe zu Fuß in die Schule.

Im Winter nehme ich lieber den Bus.

Er kostet nur einen Euro und kommt schnell.

Das ist für die Umwelt viel besser als Autofahren.

- 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: *Ich fahre gern Rad.
Ich gehe zu Fuß in die Schule.
Im Winter nehme ich lieber den Bus.
Er kostet nur einen E-uro und kommt schnell.
Das ist für die Umwelt wiel besser als Autofahren.*

Examiner commentary

Total marks: 6 out of 8 marks
AO3: Knowledge and accurate application of vocabulary
There is some clear and comprehensible pronunciation despite some lapses in SSCs that occasionally make the message unclear. This is particularly the case for words like 'Euro' which was pronounced more like the English version. There were also some lapses with the pronunciation of German vowels. The vowel in 'lieber' was too short and sounded more like 'libber'. The word 'viel' was difficult to understand. It sounded more like 'wiel'. There were also minor lapses with the 'r' sounds in 'Rad' and 'Autofahren' which detracted slightly from the clarity of the message. The best-fit approach results in this response being placed at the top end of the 5-6 mark band for AO3, knowledge and accurate application of vocabulary, with a mark of 6. This is because overall the pronunciation is closer to being generally rather than occasionally clear.

Short interaction based on text - Teacher card

Instructions to the teacher	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. Ich fahre gern Rad. Ich gehe zu Fuß in die Schule. Im Winter nehme ich lieber den Bus. Er kostet nur einen Euro und kommt schnell. Das ist für die Umwelt viel besser als Autofahren.	
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. <i>Wie fährst du gern in die Stadt?</i> Q2. <i>Wie findest du Radfahren im Winter?</i> 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. Ähm, wie fährst du gern in die Stadt? Student: <i>Ahh mit dem Bus.</i>	The response is fully communicated. 2 marks
Teacher: Wie findest du Radfahren im Winter? Student: <i>Ahh das ist ok für mich. Alles klar.</i> Teacher: Gut.	The response is fully communicated. The candidate gives an opinion and fully communicates what is required, even though the 'Alles klar' at the end sounds a little strange. 2 marks

Exemplar C – Read aloud task (Foundation)

Student card

Read aloud

Hanna has contributed to a blog about her future plans.

Read out the text below to your teacher.

Ich mag Englisch.

Das lerne ich in der Schule.

Ich möchte es später auf der Universität studieren.

Sprachen finde ich sehr wichtig für meine Zukunft.

So kann ich gut reisen und andere Menschen kennen lernen.

- 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 aloud your passage.

Student: *Ich mag Englisch.
Das lerne ich in der Schule.
Ich möchte es später auf der Universität ... studieren.
Sprachen finde ich sehr wichtig für meine Zukunft.
So ... so kann ich gut reisen und andere Menschen kennen lernen.*

Examiner commentary

Total marks: 5 out of 8 marks

AO3: Knowledge and accurate application of vocabulary

There is some clear and comprehensible pronunciation despite some errors. Some lapses in the SSC's occasionally make the message unclear. This is particularly the case for words like 'Englisch' and 'Universität' which were pronounced more like their English versions. There were also some issues with the pronunciation of German vowels. The vowel in 'lerne' sounded more like 'learne' and the 'u' in 'gut' was very short making the word sound like 'gutt'. The word 'Sprachen' was almost unrecognisable and very difficult to understand. It sounded more like 'Spreechen'. The student consistently pronounced 'ch' as 'sch'. There were also some minor lapses with 'für' and 'und' which detracted slightly from the understanding of the message.

The best-fit approach results in this response being placed at the bottom end of the 5-6 mark band for AO3, knowledge and accurate application of vocabulary, with a mark of 5. The frequent minor errors, added to the major error of 'Spreechen' detracted from the immediate understanding overall.

Short interaction based on text - Teacher card

Instructions to the teacher	Thematic context: Studying and my future
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. Ich mag Englisch. Das lerne ich in der Schule. Ich möchte es später auf der Universität studieren. Sprachen finde ich sehr wichtig für meine Zukunft. So kann ich gut reisen und andere Menschen kennen lernen.	
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 lernst du gern in der Schule? Q2. Wie findest du Deutsch? 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: 3 out of 4 marks
Teacher: Was lernst du gern in der Schule? Student: <i>In der Sk .. Schule ich gern Sport</i>	One mark awarded for this response as there is some ambiguity. (it could be 'ich sehe gern Sport/ich mache gern Sport) 1 mark
Teacher: Wie findest du Deutsch? Student: <i>Ich finde Deutsch interestant end ... lustig.</i>	The response is fully communicated despite the slight mispronunciation of 'interessant'. It is clear what the candidate means. 2 marks

Role play task (Foundation)

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 D – Role play task (Foundation)

Student and teacher cards (FRP3)

Candidate card STIMULUS FRP3
Setting: At the sports centre

Scenario:

- You are in a sports centre.
- Your teacher will play the part of the receptionist 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:

- Say what activity you want to do.
- Say when you would like the reservation.
- Say for how long you want to do the activity.
- Give your opinion of the sports centre.
- Ask a question about the price.

Teacher card STIMULUS FRP3
Setting: At the sports centre

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 at a sports centre. I will play the part of the receptionist and will speak first.

1	<i>Guten Tag. Kann ich Ihnen helfen?</i> Allow the candidate to say what activity they want to do. <i>Kein Problem.</i>
2	<i>Für wann möchten Sie das reservieren?</i> Allow the candidate to say when they would like to book the activity. <i>In Ordnung.</i>
3	<i>Wie lange möchten Sie das machen?</i> Allow the candidate to say for how long they would like to do the activity. <i>Alles klar.</i>
4	<i>Wie finden Sie unser Sportzentrum?</i> Allow the candidate to give their opinion of the sports centre. <i>Gut.</i>
5	<i>Haben Sie eine Frage?</i> Allow the candidate to ask about the price. <i>Give an appropriate brief response.</i>

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: <i>Ich möchte Federball oder Tischtennist und vielleicht spielen Volleyball spielen hier.</i>	The response is fully communicated. 2 marks
Teacher: Kein Problem. Für wann möchten Sie das reservieren? Student: <i>Ich würde am Freitag oder am Wochenende spielen.</i>	The response is fully communicated. Although the student uses 'spielen' instead of 'reservieren' it makes sense in this context. 2 marks

Teacher: In Ordnung. Wie lange möchten Sie das machen? Student: <i>Ich möchte was ... wahrscheinlich vierzig Minuten bitte.</i>	The response is fully communicated. The student corrects the start of their answer which is appropriate, and it does not hinder communication. 2 marks
Teacher: Alles klar. Wie finden Sie unser Sportzentrum? Student: <i>Ich denke, dass das Sportzentrum ziemlich sauber ist, jedoch ist die Essen ein bisschen eckelhaft und kalt.</i>	The response is fully communicated. 2 marks
Teacher: Gut. Haben Sie eine Frage? Student: <i>Wiewiel kostet es für vierzig Minuten am Freitag?</i> Teacher: Das kostet zehn Euro.	The response is fully communicated. 2 marks

Exemplar E – Role play task (Foundation)

Student and teacher cards (FRP2)

Candidate card STIMULUS FRP2
Setting: At the doctor's surgery

Scenario:

- You are at a doctor's, and you are speaking to the receptionist.
- Your teacher will play the part of the receptionist 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:

- Say what the problem is.
- Say how old you are.
- Say who you are with.
- Say where you are staying in Berlin.
- Ask a question about seeing the doctor.

Teacher card STIMULUS FRP2
Setting: At the doctor's surgery

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 at a doctor's surgery, and you are speaking to the receptionist. I will play the part of the receptionist and will speak first.

1	<i>Guten Tag. Kann ich Ihnen helfen?</i> Allow the candidate to say what the problem is. <i>Das ist nicht so schön.</i>
2	<i>Wie alt sind Sie?</i> Allow the candidate to say how old they are. <i>Danke.</i>
3	<i>Mit wem sind Sie hier?</i> Allow the candidate to say who they are with. <i>Gut.</i>
4	<i>Wo wohnen Sie hier in Berlin?</i> Allow the candidate to say where they are staying in Berlin. <i>Toll!</i>
5	<i>Haben Sie eine Frage?</i> Allow the candidate to ask a question about seeing the doctor. <i>Give an appropriate brief response.</i>

Transcript and examiner commentary

Transcript	Total marks: 7 out of 10 marks
	AO1: Response to spoken language
Teacher: Guten Tag. Kann ich Ihnen helfen? Student: <i>Ich habe der Kompfschmerzen.</i>	The response is partially communicated. The word 'Kompfschmerzen' creates some ambiguity because of saying 'Kompf ...' instead of 'Kopf ...'. 1 mark
Teacher: Das ist nicht so schön Wie alt sind Sie? Student: <i>Ich bin wierzehn Jahre alt</i>	The response is fully communicated despite the mispronunciation of 'v' in 'vierzehn'. 2 marks

Teacher: Danke. Mit wem sind Sie hier? Student: <i>Mit meine Familie.</i>	The response is fully communicated. The incorrect pronunciation of 'meine' does not detract from the response. 2 marks
Teacher: Gut. Wo wohnen Sie hier in Berlin? Student: <i>In dem Hotel.</i>	The response is fully communicated. 2 marks
Teacher: Toll! Haben Sie eine Frage? Student: <i>Wo ist Ihr Zimmer?</i> Teacher: Oh, das Zimmer ist hier gegenüber.	There is no rewardable material. The student does not ask a question in relation to seeing a doctor. 0 marks