
GCSE
GERMAN
8668/SF+SH

Paper 2 Speaking Foundation and Higher

Mark scheme including Guidance for Role-plays

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' tests. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

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Speaking Tests – Foundation tier and Higher tier

Part One mark scheme

All candidates complete one speaking test at either Foundation tier **or** Higher tier.

Principles of marking

The Speaking Tests are marked in accordance with the assessment criteria provided later in this document.

No allowance can be made for poor teacher conduct of the tests. You can only assess what you hear.

If a candidate requires a prompt or explanation of any kind, including the provision of an item of obviously unknown vocabulary, this must be given clearly and audibly by the teacher-examiner without stopping the recording.

Level of response marking instructions

Level of response mark schemes are used in the Photo card and General conversation tasks. The criteria are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for that level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the student performance meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's performance for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the performance. With practice and familiarity, you will find that for better performances you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the performance and not look to pick holes where the student has not performed quite as well as the rest. If the performance covers different aspects of different levels of the mark scheme, you should use a 'best fit' approach for defining the level and then use the variability of the performance to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level, you need to decide on the mark. The exemplar materials used during standardisation will help. You can compare the student's performance with the examples marked by the Lead Examiner to determine if it is the same standard, better or worse than the examples. You can then use this information to allocate a mark for the performance.

You may well need to go back through the test as you apply the mark scheme to assure yourself that the level and the mark are appropriate.

The test as a whole

Each candidate's speaking test consists of three parts, completed in this order:

Part 1 Role-play – two minutes approximately (15 marks)

Part 2 Discussion of photo card – two minutes at Foundation tier and three minutes at Higher tier (15 marks)

Part 3 General conversation – 3–5 minutes at Foundation tier and 5–7 minutes at Higher tier (30 marks)

Total marks at Foundation tier and Higher tier = 60

Nine role-plays and photo cards will be set at each tier in each series for French, German and Spanish and six for small entry languages.

Marks will be allocated in the following way at both Foundation tier and Higher tier:

	Communication	Knowledge and use of language	Range and accuracy of language	Pronunciation and intonation	Spontaneity and fluency	Total
Role-play	10	5				15
Photo card	15					15
General Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

Marks for each candidate must be entered clearly in black pen on the Speaking Score Sheet (see Appendix 1 on p.20) and entered into QMS. All additions must be checked carefully to ensure they are correct both on the Speaking Score Sheet and in QMS. Addition errors can result in candidates receiving a wrong grade.

Section 1: Role-play

This part of the test consists of a role-play which has been prepared by the candidate in the preparation time. Each candidate completes one role-play at the tier for which they have been entered. The role-play is not timed.

There are five tasks for the role-play, each of which is awarded up to two marks for Communication. There is then an overall assessment of the candidate's Knowledge and use of language (KUL) in the role-play and up to five marks are available. The total number of marks for the role-play is 15 (10 + 5).

A target language script is provided for the teacher-examiner which must be adhered to. The only occasion when teacher-examiners are permitted to change the target language script is if a candidate's response makes the printed prompt inappropriate. An example of this would be if the candidate was asked what they did at the weekend and their response was that they were ill. So if the target language prompt in the script was 'super', this could justifiably be changed to 'oh dear'. If teacher-examiners give key vocabulary, candidates cannot be rewarded for it.

You must mark the role-plays in accordance with the assessment criteria given below and with Part 2 of the mark scheme. Part 2 of the mark scheme is specific to an examination series and gives examples of marks for possible utterances made by candidates in each of the role-plays. This guidance obviously cannot cover all possibilities and should be used in conjunction with the assessment criteria.

Assessment criteria for each role-play task

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

- (a) Students who do not understand a question may show repair strategies* in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.
- (b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- (c) The tasks on the candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

**'Repair strategies' include asking questions for clarification, requests for repetition, requests for definition or explanation, self-correction, etc, in the target language. If the candidate asks for repetition in English, the teacher can repeat what has been said, but this has to be taken into account when awarding the mark for Knowledge and use of language.*

You should also note the following information.

Material shown in brackets in the Part 2 mark scheme does not need to be produced by the candidate. If it is produced incorrectly it may or may not affect the mark awarded, depending on its effect on the message conveyed. If produced it cannot be ignored. **All language produced by the candidate must be marked up to the point that the task is accomplished.** As soon as the task is completed, the two marks are given for Communication. Anything said in relation to the task after that point is ignored as far as the mark for Knowledge and use of language is concerned. If the candidate says something which is wrong followed by a correct response to the task, one mark is awarded for Communication and the incorrect part of the message is taken into account when deciding on a mark for Knowledge and use of language.

See these examples:

The task is 'Say what you did last night. Give **one** detail.'

Candidate A says: 'I went to the cinema and I'm going to the restaurant'. The task is complete as soon as the candidate says 'I went to the cinema.' Two marks are given for Communication and what follows is ignored.

Candidate B says: 'I'm going to the cinema and I went to the restaurant.' The first part of this utterance is in the wrong tense and, although the task is then completed correctly, some ambiguity arises. For this reason, one mark is awarded for Communication and the incorrect language is taken into account when giving the mark for Knowledge and use of language.

If the teacher-examiner supplies **key** vocabulary, whether requested or not by the candidate, no marks are awarded for that individual role-play task. If the task is a split response, no marks should be awarded for that part of the response but the rest of the response should be marked according to the criteria.

If a candidate uses the incorrect form of address as specified for the role-play, there is no automatic penalty and this should be taken into account when awarding the mark for Knowledge and use of language.

In any given task, once the student has said enough to warrant a mark of two for Communication, ignore any extra information for assessment purposes, for Communication and also for KUL.

You should award no marks where a teacher repeats a question after the candidate has given a **complete but incorrect** answer. However, if the candidate corrects an initial incorrect response without any intervention from the teacher-examiner, credit is given for the correct version. If the candidate starts to give an incorrect response (maybe because they are responding to the wrong task as they consult their notes), the teacher-examiner can interrupt by repeating exactly the prompt on the Teacher's role. If the candidate then gives a correct reply, two marks are awarded for Communication and the initial incorrect part-answer is ignored when awarding the mark for Knowledge and use of language.

It is acceptable for teachers to prompt the candidate to elicit a second detail and credit should be given without any penalty if the task is completed.

The candidate's answers may not always be produced in the order anticipated, but credit should be given if the tasks are completed over the role-play as a whole.

For the question task, any appropriate question is accepted, including the use of intonation.

For the question task, if the student does not ask the question after the teacher's initial prompt, it is fine for the teacher to prompt with something like *Und die Frage?*

For the question task, it is permissible for the student to ask a question by giving a statement using a verb followed by *Und du?* For example, where the prompt on the candidate's card is *die Schule: Ich mag die Schule. Und du?*

This way of asking a question will not suit all question tasks and the question must make sense for the award of two marks.

For extra guidance on the question task in the role-play, look at points 15, 16 and 17 of the General Principles for marking the role-play.

Knowledge and use of language for the role-play overall

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

Additional guidance on application of the assessment criteria for Knowledge and use of language

The guidance below is provided to describe the key features of a performance scoring each particular mark at each of Foundation and Higher tiers and should be applied on the basis of a 'best fit' approach.

Minor errors are errors which have no bearing on effective communication, such as incorrect adjectival agreement or gender.

Foundation Tier

For a student scoring five marks, the language used is generally accurate but there may still be the occasional minor error which has no effect on communication, such as incorrect adjectival agreement or gender. Verbs are handled effectively.

For a student scoring four marks, the language used is generally accurate. However, there may still be minor errors which have no effect on communication, such as incorrect adjectival agreement or gender, and/or a more serious error, such as a lapse in verb formation, which affects communication.

For a student scoring three marks, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious, such as lapses in verb formation or instances where the verb is omitted entirely. There may be a task which the student cannot complete because of a lack of linguistic knowledge.

For a student scoring two marks, although there is an ability to use a verb effectively, linguistic inaccuracy at times makes what is said ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring one mark, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

Higher Tier

For a student scoring five marks, the language used is very accurate, although there may still be the very occasional minor error which has no effect on communication, such as incorrect adjectival agreement or gender. Verbs are handled with confidence and tense usage is always accurate.

For a student scoring four marks, the language used is generally accurate. However, there may still be minor errors which have no effect on communication, such as incorrect adjectival agreement or gender, and/or a more serious error, such as a lapse in verb formation, which affects communication. Verbs are handled with confidence and tense usage is nearly always accurate.

For a student scoring three marks, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious, such as lapses in verb formation or instances where the verb is omitted entirely. Imprecise tense usage may lead to problems with communication. There may be a task which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring two marks, the student shows some ability to use verbs effectively. On other occasions, the language used in relation to the tasks is ambiguous or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring one mark, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

Section 2: Discussion of photo card

This part of the test consists of a photo card which has been prepared by the candidate in the preparation time. The teacher-examiner will ask five prescribed questions; three of these questions are printed on the candidate's card and will have been prepared during the preparation time. The remaining two questions are printed in the Teacher's Booklet.

Assessment criteria

The candidate's responses to the five questions are assessed for Communication only, according to the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

- (a) At least one question on each photo card asks students to give and explain an opinion.
- (b) Students who do not understand a question may show repair strategies* in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

**'Repair strategies' include asking questions for clarification, requests for repetition, requests for definition or explanation, self-correction, etc in the target language. If the candidate asks for repetition, etc in English, the teacher can repeat what has been said, but this has to be taken into account when awarding the mark.*

The photo card task must be timed. Timing begins as soon as the teacher-examiner begins to ask the first question 'What is there in the photo?'. The maximum time for Foundation tier is two minutes and for Higher three minutes and marking will stop at this point. However, if the teacher-examiner has started to ask a question on two or three minutes, the candidate is allowed to complete their answer and this is eligible for credit. If the candidate is speaking at this point, they also are permitted to complete their answer and again this is eligible for credit.

Only the questions on the candidate card and in the Teacher's Booklet can be asked. No supplementary questions are permitted, even if the test falls short of the recommended maximum

time or if candidates fail to develop enough answers to gain access to the higher mark bands in the assessment criteria.

Unlike in the role-play, in the photo card task a question may be paraphrased rather than simply repeated. A paraphrase must keep to the same meaning as the printed question. In all likelihood, this will be a vocabulary item for which there are two words in the target language and the one that is printed is the one with which candidates are least familiar. The teacher-examiner may then change that word for the more familiar one. In Spanish, an example would be *Internet* instead of *Red*; in French, *ami(e)* for *copain/copine*; in German *Job* for *Beruf*.

If there is no answer from the student when the teacher asks the question as it is printed on the card, it is fine to paraphrase. For example:

Wie findest du die Stadtmitte?

(No reply)

Wie findest du das Stadtzentrum?

When responding to the first question 'What is there in the photo?', candidate responses must be rooted in the content of the photo. Merely to say 'I like the photo' without any justification would not constitute, on its own, an answer to the first question because it does not relate to the content of the photo. Remember candidates must only describe **what is in the photo**, not what isn't. Conjecture is appropriate, eg 'I think the weather is hot because the people are wearing shorts.'

If a question asks for an opinion and a reason and the student answers both parts, using a verb each time, this would be annotated as a circled Op plus a circled J. For example:

Wie findest du Sport ? ... Warum ?

Ich mag Sport ...Es ist gesund.

If a question asks if the student likes a particular thing and the reply is 'Yes/no' plus a reason, this would be annotated as Op with a circled J. For example:

Magst du Sport?

Ja, es macht Spaß.

The following information relates to the number of questions answered by the candidate:

All	Defined as all five questions
Nearly all	Defined as four questions
Most	Defined as three questions or more
Some	Defined as two questions

A student who answers only one question can be awarded a mark in the 1–3 band, depending on the development of the response.

Any development of an answer has to be in the form of a clause, ie it must include a verb. It is expected that, for the top band, at least three ('most') answers will be developed by using at least three clauses.

- To score in the 13–15 band, a candidate must develop at least three ('most') replies, as well as answering all five questions clearly and giving and explaining an opinion.
- To score in the 10–12 band, a candidate must develop at least two ('some') replies, as well as answering at least four ('nearly all') questions clearly and giving an opinion.
- To score in the 7–9 band, a candidate must develop at least one reply, as well as answering at least three ('most') questions understandably and giving an opinion.
- If there is no development on any question, the maximum mark is 6.

Section 3: General conversation (Foundation Tier)

Each candidate takes part in a General conversation which is based on the two Themes **not** covered in the photo card, according to the sequence table in the Teacher's Booklet. Candidates are permitted to nominate the first Theme for discussion in the General conversation but they are not permitted to nominate topics or sub-topics. The choice of nominated Theme is an individual one for each candidate and you may come across centres where many candidates have nominated the same Theme, which is permissible.

The Themes and topics/sub-topics are included in this document as Appendix 2. For Topic 3 in Theme 1, any free-time activities are acceptable for the Speaking test, not just those listed in the subject content. There is no requirement for a teacher-examiner to cover more than one topic for each Theme. The choice of topic/sub-topic is at the discretion of the teacher-examiner conducting the test.

You must assess and award marks for each of the four categories separately – **Communication, Range and accuracy of language, Pronunciation and intonation, Spontaneity and fluency.**

Foundation Tier

At Foundation tier, the General conversation must last between three and five minutes. Timing of the first (nominated) theme begins as soon as the teacher asks the first question on that theme. As soon as the teacher asks the first question on the second theme, note the time on the Speaking Score Sheet. Leave your timer running and make a note of the total time when the teacher says 'End of test' or equivalent. Deduct the timing of the first theme from the total time of the conversation and this will be the time spent on the second theme. Note that time on the Speaking Score Sheet. This means that any change over time between the two themes is added on to the timing of the first theme.

The minimum amount of time per Theme at Foundation tier is one and a half minutes. If time spent on a Theme is less than this, then the maximum mark for Communication is the equivalent mark in the band below. For example, if a mark of 8 (level 4) would be awarded, this is reduced to a mark of 6 (level 3).

Penalties for the mark for Communication for short timing of a theme and for not asking a question are cumulative, but, where a penalty is applied, the minimum mark for Communication is 1 (a mark of 0 cannot be given). If coverage of both themes is short, the penalty is still only –2 marks. The maximum penalty overall, therefore, is –3 (–2 for short coverage of the themes and –1 for not asking a question). The mark for the other categories is not affected. For example, if the first theme at Foundation tier lasts for 1'20", the second theme for 1'15" and no question is asked, this is a penalty of –3 (–2/–1). If you would have given the student a mark of 3+4+3+2, this will become a mark of 1+4+3+2. The penalty of –3 should mean a mark of 0 for Communication, but the minimum mark we can give is 1.

If a candidate only covers one Theme in the General conversation, the maximum mark is 5 out of 10 for Communication; the other criteria are not automatically affected. If a teacher-examiner does not adhere to the Teacher's Booklet Themes and speaks about the Photo Card Theme instead of the two other Themes, this is treated in the same way as a candidate only covering one Theme in the General conversation and the maximum mark for Communication would be 5 out of 10.

If the General conversation is too long, you should stop marking after the prescribed time (five minutes at Foundation tier). However, if the teacher-examiner has started to ask a question on five minutes, the candidate is allowed to complete the answer and this is eligible for credit. There are references to 'narration' in the assessment criteria for Communication. Narration should be considered as extension of answers.

If a question asks if the student likes a particular thing and the reply is 'Yes/no' plus a reason, this would be annotated as Op with a circled J. For example:

- *Magst du Fastfood ?*

- *Ja, es ist lecker.*

Level	Mark	Communication
5	9–10	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
4	7–8	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
3	5–6	A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion.
2	3–4	A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond.
1	1–2	A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

It is a requirement for candidates to ask the teacher-examiner a question in the General conversation section of the speaking test. Candidates who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a candidate who would have received 8 marks out of 10 for Communication had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation. If this penalty is applied, please indicate it on the Speaking Score Sheet.

The question asked by the candidate must relate broadly to one of the two Themes covered in the General conversation for that particular candidate. It is not essential to include a verb, if information can be elicited in another way. The example, therefore, of the candidate asking 'And you?' would be perfectly acceptable provided that it made sense in, and was appropriate to, the context of what else had just been said by the teacher-examiner or candidate.

A random question unrelated to the two Themes will therefore not be credited and the one-mark penalty for Communication will apply. A question prompted by the teacher-examiner is treated in exactly the same way as one which is asked by the candidate without prompting. Asking for a question to be repeated does not meet the requirement to ask a question.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories. For example, a mark of 1 + 0 + 1 + 0 is possible. However, a **very** short conversation will not have enough evidence to support a high mark for Range and Accuracy, for Spontaneity and Fluency or for Pronunciation and Intonation, even though the little that is said is very accurate and well pronounced. For example, a student at Foundation tier may answer just three or four questions with short phrases or sentences, and he/she gives no answer whatsoever to any other question. Even though what is said is accurate and well pronounced, there is little evidence to support a mark any higher than $1+1+1+1 = 4$.

Level	Mark	Range and accuracy of language
5	9–10	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
4	7–8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
3	5–6	Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication.
2	3–4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
1	1–2	Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.
0	0	The language does not meet the standard required for Level 1 at this tier.

In order to score in the 9–10 band for Range and accuracy of language at Foundation tier, a candidate must have had a recognisable attempt at all three time frames. For the 7–8 band at Foundation tier, there need only be one time frame successfully attempted.

In this specification, the criteria refer to **time frames** and not **tenses**, so if a candidate uses the perfect and imperfect tense, this counts as one time frame. Similarly, the use of the future and conditional tense counts as the same time frame.

A reference to a present, past or future event can only be credited if a verb is used in a tense that relates to that time period. It cannot be, for example, a response of *Ja* to the teacher's question *Hast du Tennis gespielt?* The verb for an utterance communicating a past or future time frame may be in the present tense. For example: *Nächste Woche gehe ich ins Kino.* (future time frame); *Ich lerne seit zwei Jahren Deutsch* (past time frame).

Level	Mark	Pronunciation and intonation
5	5	Generally good but some inconsistency at times.
4	4	Pronunciation generally understandable with some intonation.
3	3	Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed.
2	2	Pronunciation very anglicised with almost no intonation, making comprehension difficult at times.
1	1	Pronunciation is only just understandable making comprehension difficult.
0	0	Pronunciation and intonation do not meet the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
4	4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.
2	2	Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow.
1	1	Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses.
0	0	Spontaneity and fluency do not meet the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency. If, in any part of the test the teacher either asks a question or gives a prompt **in English**, you must ignore the student's reply.

Section 4: General conversation (Higher Tier)

Each candidate takes part in a General conversation which is based on the two Themes **not** covered in the photo card, according to the sequence table in the Teacher's Booklet. Candidates are permitted to nominate the first Theme for discussion in the General conversation but they are not permitted to nominate topics or sub-topics. The choice of nominated Theme is an individual one for each candidate and you may come across centres where many candidates have nominated the same Theme, which is permissible.

The Themes and topics/sub-topics are included in this document as Appendix 2. For Topic 3 in Theme 1, any free-time activities are acceptable for the Speaking test, not just those listed in the subject content. There is no requirement for a teacher-examiner to cover more than one topic for each Theme. The choice of topic/sub-topic is at the discretion of the teacher-examiner conducting the test.

You must assess and award marks for each of the four categories separately – **Communication, Range and accuracy of language, Pronunciation and intonation, Spontaneity and fluency.**

Higher Tier

At Higher tier, the Conversation should last between five and seven minutes. Timing of the first (nominated) theme begins as soon as the teacher asks the first question on that theme. As soon as the teacher asks the first question on the second theme, note the time on the Speaking Score Sheet. Leave your timer running and make a note of the total time when the teacher says 'End of test' or equivalent. Deduct the timing of the first theme from the total time of the conversation and this will be the time spent on the second theme. Note that time on the Speaking Score Sheet. This means that any change over time between the two themes is added on to the timing of the first theme.

The minimum amount of time per Theme at Higher tier is two and a half minutes. If time spent on a Theme is less than this, then the maximum mark for Communication is the equivalent mark in the band below. For example, if a mark of 8 (level 4) would be awarded, this is reduced to a mark of 6 (level 3).

Penalties for the mark for Communication for short timing of a theme and for not asking a question are cumulative, but, where a penalty is applied, the minimum mark for Communication is 1 (a mark of 0 cannot be given). If coverage of both themes is short, the penalty is still only -2 marks. The maximum penalty overall, therefore, is -3 (-2 for short coverage of the themes and -1 for not asking a question). The mark for the other categories is not affected. For example, if the first theme at Higher tier lasts for 2'20", the second theme for 2'15" and no question is asked, this is a penalty of -3 (-2/-1). If you would have given the student a mark of 3+4+3+2, this will become a mark of 1+4+3+2. The penalty of -3 should mean a mark of 0 for Communication, but the minimum mark we can give is 1.

If a candidate only covers one Theme in the General conversation, the maximum mark is 5 out of 10 for Communication; the other criteria are not automatically affected. If a teacher-examiner does not adhere to the Teacher's Booklet Themes and speaks about the Photo Card Theme instead of the two other Themes, this is treated in the same way as a candidate only covering one Theme in the General conversation and the maximum mark for Communication would be 5 out of 10.

If the General conversation is too long, you should stop marking after the prescribed time (seven minutes at Higher tier). However, if the teacher-examiner has started to ask a question on seven minutes, the candidate is allowed to complete the answer and this is eligible for credit. There are references to 'narration' in the assessment criteria for Communication. Narration should be considered as extension of answers.

If a question asks if the student likes a particular thing and the reply is 'Yes/no' plus a reason, this would be annotated as Op with a circled J. For example:

- *Magst du Fastfood?*

- *Ja, es ist lecker.*

Be aware, when marking the tests of Higher candidates, that if they don't fulfil the criteria for the 1–2 band (which is identical to the 7–8 band at Foundation), then they will receive a mark of 0 for Communication. This would automatically mean a mark of 0 for all other categories.

Level	Mark	Communication
5	9–10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.
4	7–8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
3	5–6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
2	3–4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
1	1–2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
0	0	Communication does not reach the standard required for Level 1 at this tier.

Notes

It is a requirement for candidates to ask the teacher-examiner a question in the General conversation section of the speaking test. Candidates who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a candidate who would have received 8 marks out of 10 for Communication had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation. If this penalty is applied, please indicate it on the Speaking Score Sheet.

The question asked by the candidate must relate broadly to one of the two Themes covered in the General conversation for that particular candidate. It is not essential to include a verb, if information can be elicited in another way. The example, therefore, of the candidate asking 'And you?' would be perfectly acceptable provided that it made sense in, and was appropriate to, the context of what else had just been said by the teacher-examiner or candidate.

A random question unrelated to the two Themes will therefore not be credited and the one mark penalty for Communication will apply. A question prompted by the teacher-examiner is treated in exactly the same way as one which is asked by the candidate without prompting. Asking for a question to be repeated does not meet the requirement to ask a question.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

Level	Mark	Range and accuracy of language
5	9–10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7–8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.
3	5–6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3–4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
1	1–2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0	0	The language does not meet the standard required for Level 1 at this tier.

In order to score in the 3–4 band for Range and accuracy of language at Higher tier, a candidate must have had a recognisable attempt at all three time frames. For the 1–2 band at Higher, there need only be one time frame successfully attempted.

In this specification, the criteria refer to **time frames** and not **tenses**, so if a candidate uses the perfect and imperfect tense, this counts as one time frame. Similarly, the use of the future and conditional tense counts as the same time frame.

A reference to a present, past or future event can only be credited if a verb is used in a tense that relates to that time period. It cannot be, for example, a response of *Ja* to the teacher's question *Hast du Tennis gespielt?*

The verb for an utterance communicating a past or future time frame may be in the present tense. For example: *Nächste Woche gehe ich ins Kino.* (future time frame); *Ich lerne seit zwei Jahren Deutsch* (past time frame).

Level	Mark	Pronunciation and intonation
5	5	Consistently good pronunciation and intonation throughout.
4	4	Good pronunciation and intonation with only occasional lapses.
3	3	Generally good but with some inconsistency in more challenging language.
2	2	Generally good but some inconsistency at times.
1	1	Pronunciation generally understandable with some intonation.
0	0	Pronunciation and intonation do not reach the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency. If, in any part of the test, the teacher either asks a question or gives a prompt **in English**, you must ignore the student's reply.

APPENDIX 1 – SPEAKING SCORE SHEET – GCSE German

Examiner name:

Centre Number						Candidate name and number	
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Role Play №:

Photo Card Letter:

PC Theme №:

Task	Annotation	Mark
1		
2		
3		
4		
5		

Comm + KUL	
Total:	

Task	Communication	Time:
1		
2		
3		
4		
5		

Total:	
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General conversation

Nominated Theme №:		Second Theme №:		Range of structure	Verb usage
				weil	Inversion
				obwohl	Modal
				wenn	Separable
				als	Reflexive
				dass	Perfect
				zu + inf	Imperfect
				um ... zu	Pluperfect
				sowohl .als auch ...	Passive
				sondern	Imm future
				weder ..noch	Future
				comparative	Conditional
				superlative	<i>Ich möchte</i>
				rel clause	Subjunctive
				adv conj	
				obj pronoun	
Time		Time			

Comm /10	Range & Acc /10	Pron & Int /5	Spon & Flu /5	Total
Penalty deductions included in above mark for Comm (✓)		No Question -1	Short GC Theme -2	

Total mark for test

Appendix 2 - GCSE German Symbols for annotating Speaking Score Sheet**Role-play and General Conversation****NB For the Role-play, don't use these symbols: + S ^**

Communication	
✓	A clear piece of information in the form of a phrase or sentence with a verb
✓+	An extended sentence
-	A clear piece of information with no verb
v	A less common item of vocabulary
●	<i>Ja/Nein</i> alone
R	Repetition of information already given by the student
X	No answer given
W	A wrong answer to the question
?	What is said is incomprehensible
Opinions and Justification	
Op	An opinion without a verb
⓪p	An opinion with a verb
J	Justification of an opinion without a verb
⓪J	Justification of an opinion with a verb
Questions	
¿	A question asked by the student without a verb
⓪¿	A question asked by the student with a verb
Accuracy	
A	A minor inaccuracy, eg. incorrect gender/adjectival agreement/word order, which does not affect communication
⓪A	A more serious inaccuracy, usually a problem with a verb (wrong tense/person), which prevents communication
Delivery	

S	A spontaneous response
(S)	A spontaneous response using a verb
P	A minor mispronunciation, which doesn't hinder communication
(P)	A more serious mispronunciation which impedes communication
^	A hesitation
^^	A longer hesitation

Appendix 3 - Marking of photo card – Guidance Notes

Symbols to be used:

General	
✓	A clear piece of information in the form of a phrase or sentence with a verb. This may be a conjugated verb or an appropriately used infinitive.
-	A clear piece of information with no verb
R	Repetition of information already given by the student
X	No answer given
W	A wrong answer to the question
●	<i>Ja/nein</i> alone
? ✓	An understandable piece of information with some lack of clarity. There may be poor pronunciation or incorrect use of a verb, for example, but something can be understood from the response as a whole.
?	What is said is unclear or incomprehensible so the response is not credited.
Opinions and Justifications	
Op	An opinion without a verb
(Op)	An opinion with a verb. This may be a conjugated verb or an appropriately used infinitive.
J	Justification of an opinion without a verb
(J)	Justification of an opinion with a verb. This may be a conjugated verb or an appropriately used infinitive.

Unclear/incomprehensible language includes errors that affect communication, such as the wrong person or tense of a verb and very poor pronunciation which has a bearing on understanding.

Automatic access to the band if the minimum requirements are achieved:

Band	Requirements
13–15	- all 5 questions answered clearly - minimum 3 of ✓s in 3 answers - minimum 1 (Op) or Op - minimum 1 (J) or J - Note: (Op) or (J) can count instead of a ✓ (see Example 1, below)
10–12	- minimum 4 questions answered clearly - minimum 2 ✓s in 2 answers - minimum 1 (Op) or Op - minimum 1 (J) or J - Note: (Op) or (J) can count instead of a ✓
7–9	- minimum 3 questions answered which are understandable - minimum 2 ✓s in 1 answer - minimum 1 (Op) or Op - Note: (Op) or (J) can count instead of a ✓
4–6	minimum 3 questions answered which are understandable
1–3	only 1 or 2 questions answered which are understandable

If a response fulfils the minimum requirements for the band, a mark in that band must be awarded. If, outside of the information conveyed clearly, there is other language which is unclear, this will mean that the top mark in the band is unlikely to be awarded.

Example 1

Task	Communication
1	✓ ✓ ✓ - -
2	(Op) (J) ✓
3	✓ ✓ ✓
4	✓
5	✓

Photo Card mark:

15

The minimum requirements are fulfilled for the 13–15 band.

- All questions are answered clearly (there are no ? or [?]✓ symbols)
- 3 answers have (Op) (J) ✓ (with Op + J counting instead of ✓s on one occasion)
- There is one opinion
- There is one justification

Because everything is clear, 15 marks are given.

Example 2

Task	Communication
1	✓ ✓ ✓ ✓ ✓
2	(Op) (J) ? ? ✓
3	✓ - ✓ - ✓ ✓ ? ? ✓
4	(Op) (J) (Op) (J)
5	✓ ✓ ✓ ?

Photo Card mark:

13

The minimum requirements are fulfilled for the 13–15 band.

- All questions are answered clearly, but there are occasions where some other information is unclear or incomprehensible.
- More than 3 answers have (Op) (J) ✓ (with Op + J counting instead of ✓s)
- There is more than one opinion
- There is more than one justification

A mark in the 13–15 band has to be given, because the minimum requirements have been fulfilled. However, because of the lack of clarity on a number of occasions, the bottom mark in the band is awarded.

Example 3

Task	Communication
1	✓ ✓ ✓ - -
2	X
3	(Op) (J) ✓
4	✓ ?
5	✓ ? ✓ ✓

Photo Card mark:

11

The minimum requirements are fulfilled for the 10–12 band.

- Four questions are answered. All of them contain clear information, although there are also two occasions when what is said is incomprehensible.
- The requirements for development of answers are exceeded, with three of them being developed well with three ✓s (with Op + J counting instead of ✓s)
- There is one opinion
- There is one justification

As only four questions are answered clearly, the 13–15 band is out of reach. There are two occasions where the attempts at conveying information are unclear and so a mark in the middle of the 10–12 band is given.

Example 4

Task	Communication
1	✓ ✓ ✓ ✓ -
2	✓ ✓ ✓ ✓ ✓ -
3	(Op)
4	(Op) ✓ ✓ ✓ ✓
5	(Op) (Op) ✓ ✓

Photo Card mark:

9

There is good development of four of the answers and opinions are given. However, there is no justification of an opinion and so the minimum requirements for the 13–15 and 10–12 bands are not met. The criteria for the 7–9 band are exceeded and so a mark at the top of the band is awarded.

Example 5

Task	Communication
1	✓ ✓
2	W
3	✓ ?
4	✓
5	Op

Photo Card mark:

9

The minimum requirements are fulfilled for the 7–9 band.

- Four questions are answered (the minimum requirement is three). All of them contain clear information, although there is also a lack of clarity on one occasion.
- One answer is developed with two ✓s.
- There is one opinion

There is one occasion where the information given is unclear, but four, rather than the minimum three, questions contain clear information. On balance, the mark of 9 at the top of the band is merited.

Example 6

Task	Communication
1	✓ ✓ -
2	? ?
3	Op J
4	W
5	-

Photo Card mark:

7

The minimum requirements are fulfilled for the 7–9 band.

- Three questions are answered clearly.
- One answer is developed with two ✓s.
- There is one opinion

There is one answer which is incomprehensible, and the last question is answered very briefly without a verb. The combination of these issues means that a mark at the bottom of the 7–9 band is appropriate.

Example 7

Task	Communication
1	✓
2	X
3	✓
4	✓
5	W

Photo Card mark:

5

The minimum requirements are fulfilled for the 4–6 band.

- Three questions are answered clearly, although none has any development. The wrong answer is given to the last question and the second question is not answered.

Although there is no lack of clarity in the answers that are given correctly, there is an implied lack of clarity in the final response because it is the wrong answer to the question. The replies are short and so the mid-mark in the band is awarded.

Example 8

Task	Communication
1	-
2	✓
3	X
4	X
5	X

Photo Card mark:

2

The minimum requirements are fulfilled for the 1–3 band.

- Two questions (the minimum is one for this band) are answered clearly, although they are short answers, with only one of them including a verb.
- Three of the questions have no response.

Most (ie three) questions must be answered understandably in order to access the 4–6 band and this is not the case here. As the answers given are extremely short, the mid-mark in the 1–3 band is awarded.

Example 9

Task	Communication
1	-
2	?
3	X
4	? ?
5	X

Photo Card mark:

1

Attempts are made to answer three questions, but only the first one has a reply that is understandable, and that question is answered giving a minimal amount of information. However, something is conveyed and one mark is awarded.

Appendix 4 – Subject content (Themes)

Theme 1: Identity and culture

Topic 1: Me, my family and friends

- relationships with family and friends
- marriage/partnerships.

Topic 2: Technology in everyday life

- social media
- mobile technology.

Topic 3: Free-time activities

- music
- cinema and TV
- food and eating out
- sport.

Topic 4: Customs and festivals in target language-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- charity/voluntary work
- healthy/unhealthy living.

Topic 3: Global issues

- the environment
- poverty/homelessness.

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Appendix 5 – Role-Plays - General Principles

Here are some commonly-made errors and omissions. In order to ensure a standard approach, see the third column for the marks to award.

The type and frequency of error will also impact on the global mark you award for Knowledge and use of language [KUL].

OAR = Otherwise appropriate response

	Type of error or omission	Mark (0/1/2)
1	Only one detail given when two required.	1 mark
2	Opinion given but no reason when required.	1 mark
3	When requesting an item in a formal RP, no verb is used but 'bitte' is included. For example: <i>Die Speisekarte bitte.</i>	2 marks
4	Use of 'Ich mochte' instead of 'Ich möchte' in OAR.	1 mark
5	'für' mispronounced clearly as 'vor' in OAR.	1 mark
6	Use of 'Der ist' instead of 'Es gibt' in OAR.	1 mark
7	Omission of verb with 'gern'. For example: <i>Ich gern Fußball.</i>	1 mark
8	No inversion of subject and verb. For example: <i>Jeden Tag ich esse Pommes.</i>	2 marks
9	Incorrect word order with modal verbs. For example: <i>Ich muss mache(n) meine Hausaufgaben.</i>	2 marks
10	Present tense used with past time marker. For example: <i>Letztes Jahr spiele ich Tennis.</i>	1 mark
11	Wrong tense used with no correct time marker. For example: • <i>¿Wohin bist du in den Urlaub gefahren? - Ich fahre nach Spanien.</i>	1 mark
12	Use of future tense with past participle. For example: <i>Ich werde Tennis gespielt.</i>	1 mark
13	No auxiliary verb used in past tense. For example: <i>Ich Fußball gespielt.</i>	1 mark
14	Wrong auxiliary verb used in past tense. For example: <i>Ich habe ins Kino gegangen./ Ich bin Pommes gegessen.</i> N.B. KUL consideration.	2 marks
15	Incorrect form of address used in ? task in OAR.	2 marks
16	In ? Task, prompt word(s) simply lifted and used, even if with questioning intonation.	0 marks
17	In ? Task, prompt word(s) used without a verb but with additional language (eg. article) and appropriate intonation. For example: • Preis. → <i>(Und) der Preis?</i>	1 mark
18	Using the task prompt <i>Deine Meinung über ...</i> to formulate this kind of opinion: <i>Meine Meinung über ist (gut).</i> N.B. KUL consideration.	2 marks
19	Pronoun or possessive used in a task is lifted and used in candidate response when only one detail is required. For example: • Deine Schule (ein Detail). → <i>Deine Schule ist groß.</i>	0 marks

20	Pronoun or possessive used in a task is lifted and used only in the first part of candidate response question requiring two details (no penalty for consequential error). For example: • Deine Schule (zwei Details). → <i>Deine Schule ist groß und (die Turnhalle ist) modern.</i> • Deine Meinung über deine Stadt und warum (ein Detail). → <i>Ich mag deine Stadt, weil sie (es) modern ist.</i>	1 mark
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Appendix 6 – Photo cards – Guidance on paraphrasing

When considering any paraphrasing of Photo card questions, the exact original meaning of the question must be maintained. This can be achieved through the substitution of an individual word with a synonym or, in some cases, the use of a different language structure. However, no additional elements, which aim to clarify the question further, are permitted.

Here are some examples of typical question structures and what changes are permissible. In addition to these, further guidance may be given relating to specific questions in a particular examination series.

Original question wording	Allow	Reject
Wirst du?	Must remain as a definite future question.	Möchtest du ...? Willst du ...?
Willst du?	Möchtest du ...?	Wirst du ...? Must retain 'desire' element as opposed to 'definite plan'.
Wie findest du ...?	Was denkst du über ...	Magst du ...?
Was lernst du gern in der Schule?	Was magst du in der Schule lernen?	Was magst du in der Schule?
Was hast du in letzter Zeit gemacht?	Was hast du neulich gemacht / getan ?	Was hast du gestern gemacht? The key idea of 'recently' must be retained and cannot be replaced by a specific past time phrase.
Was willst du in der Zukunft machen?	Was möchtest du in der Zukunft tun ?	Was willst du nächstes Jahr machen / tun? The key idea of 'in the future' must be retained and cannot be replaced by a specific future time phrase.
Was möchtest du nach den Prüfungen machen?	Was willst du nach den Prüfungen machen / tun ?	Was willst du im Sommer nach den Prüfungen machen? No additional elements can be added.
Was hast du nach der Schule gemacht?	Was hast du nach der Schule getan ?	Was hast du gestern nach der Schule gemacht? No additional elements can be added.
Mit wem ...	Mit welcher Person ...	
Was für ...	Welche ...	Was ...

GCSE German Speaking – Part Two Mark Scheme

Foundation Role Play 1				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Deutsch auf deinem Stundenplan – wie oft.	Any clear time phrase with or without verb. For example: (Ich lerne Deutsch) <i>zweimal in der Woche / am Mittwoch</i> .	Anglicised pronunciation of time phrase but message still intelligible. For example: <i>Jeden Tag. / zweimal in der Woche</i> .	No reference to time. For example: <i>Ich lerne Deutsch</i> . GP19: Use of wrong possessive 'dein' lifted from bullet-point.
b	Eine normale Deutschstunde – eine Aktivität.	Any clear learning activity. Verb required. For example: <i>Ich spreche (Deutsch). / Wir schreiben. / Man sieht einen Film</i> . Accept infinitive on its own eg. <i>Schreiben</i> .	No Umlaut sounded on 'Aktivit <u>at</u> ' in OAR. Anglicised 'normal' in OAR. <i>Filme</i> .	No reference to any activity. For example: <i>Die Deutschstunde ist cool</i> .
c	! Wie gut ist dein Deutsch?	Any clear reference to the quality of the candidate's German. No verb required. For example: <i>(Mein Deutsch ist) gut. / schlecht</i> .	Anglicised but still intelligible pronunciation of 'gut'.	No reference to own ability: <i>Deutsch ist gut</i> . GP19: Use of wrong possessive 'dein' lifted from question: <i>Dein Deutsch ist gut</i> .
d	Deine Meinung über Fremdsprachen (ein Detail).	Any clear and appropriate opinion about foreign languages. No verb required. For example: <i>(Ich finde Fremdsprachen) wichtig</i> .	Use of 'Fremdspre <u>ch</u> en' in OAR. 'Ich feinde' in OAR.	No opinion given.
e	? Spanisch.	Any clear and appropriate question about Spanish. For example: <i>Lernst du Spanisch? / Wie findest du Spanisch? / Hast du Spanisch? / Bist du Spanisch?</i>	<u>Clearly</u> anglicised ' <u>Spanish</u> ' in OAR. GP17: Omission of verb: <i>Du Spanisch?</i>	GP16: Use of bullet-point prompt word on its own in undirected question: <i>Spanisch?</i>

Foundation Role Play 2				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Eine Meinung über deine Gegend (ein Detail).	Any clear and appropriate opinion about the candidate's local area. No verb required. For example: <i>(Ich finde meine Gegend) schön.</i>	'Ich finde' in OAR.	No opinion given. GP19: Use of wrong possessive 'deine' lifted from bullet-point: <i>Deine Gegend ist schön.</i>
b	Busse in deiner Stadt (ein Detail).	Any clear descriptive detail or opinion about buses. Verb required. For example: <i>(Die) Busse sind rot / gut.</i> Accept use of <i>(Die) Busse ist</i> <i>(Die) Busse ist / sind spät.</i> <i>Der Busse ist schnell.</i>	Mispronounced vowel in 'Busse' in OAR.	GP19: Use of wrong possessive 'deiner' lifted from bullet-point
c	! Wie viele Autos hat deine Familie?	Any number clearly stated. No verb required. For example: <i>(Meine Familie hat) zwei Autos.</i> Accept: <i>Kein Auto.</i>	<i>(Meine Familie hat) <u>nein</u> Auto.</i> Mispronounced 'Orto' in OAR. Anglicised 'Family' in OAR.	GP19: Use of wrong possessive 'deine' lifted from question.
d	Recycling – was (ein Detail).	Any clear statement about <u>what</u> people recycle. Verb required. For example: <i>Ich recycle Flaschen./ Man kann Altpapier recyceln.</i>	Anglicised 'recycle' in OAR. Anglicised 'Paper' in OAR.	No mention of <u>what</u> is recycled. For example: <i>Ich recycle manchmal.</i> Use of noun as verb: <i>Ich Recycling Flaschen.</i>
e	? Umweltfreundlich.	Any clear and appropriate question about being eco-friendly. For example: <i>Bist du umweltfreundlich?</i>	Anglicised 'umweltfreundlich' in OAR. GP17: Omission of verb: <i>Du umweltfreundlich?</i>	<i>Wie findest du umweltfreundlich?</i> GP16: Use of bullet-point prompt word on its own in undirected question: <i>umweltfreundlich?</i>

Foundation Role Play 3				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Einen Laptop für Sie.	A clear request for a laptop, including a verb. For example: <i>Ich möchte einen Laptop.</i> Accept request in form of a question: <i>Haben Sie / Hast du einen Laptop?</i> GP3: Polite request with no verb: <i>Einen Laptop <u>bitte</u>.</i>	GP4: <i>Ich <u>m</u>öchte einen Laptop.</i>	No indication of request: <i>(Ich habe) einen Laptop.</i> GP19: <i>Ich möchte / Haben Sie einen Laptop <u>für Sie</u>.</i>
b	! Wie viel Geld möchten Sie für den Laptop ausgeben?	A clear amount of money stated. No verb required. Accept use of <i>Euro</i> and <i>Pfund</i> . Accept any clear number.	Clearly stated number without currency. For example: <i>Fünfzig</i> . Clearly stated number + anglicised 'Euro'.	Use of 'pounds' even if number clear. <i>Zwanzig Geld.</i>
c	Einen Laptop benutzen – wie oft.	A clear statement of frequency. No verb required. For example: <i>(Ich benutze) manchmal (einen Laptop).</i> Accept use of a different person. For example: <i>Man kann jeden Tag einen Laptop benutzen.</i>	Anglicised pronunciation but message still intelligible. <i>Jeden Tag. / Einmal in der <u>W</u>oche.</i>	No mention of frequency. For example: <i>Ich benutze gern einen Laptop.</i>
d	Ihre Meinung über neue Technologien (ein Detail).	Any clear and appropriate opinion about new techs. No verb required. For example: <i>(Ich finde) (neue Technologien) wichtig.</i> French pronunciation of 'Technologien' in OAR.	Anglicised 'newe' in OAR. 'Ich feinde' in OAR.	No opinion given.
e	? Kasse.	Any clear and appropriate question about where to pay. For example: <i>Wo ist (die) Kasse? / Haben Sie (eine) Kasse? / Wo kann ich zahlen? / Die Kasse <u>bitte</u>? / Wie findest du die Kasse?</i>	GP17: No verb but use of article and intonation: <i>Die Kasse?</i> <i>Wie findest du Kasse?</i>	<i><u>Wer</u> ist die Kasse?</i> <i>Wo ist die Käse / Kaiser?</i> GP16: Use of bullet-point prompt word on its own in undirected question: <i>Kasse?</i>

Foundation Role Play 4				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Deine Schule (zwei Details).	Two clear details given about the candidate's school. Verb required. For example: <i>Meine Schule ist groß und modern. / Die Schule beginnt um 8 und die Uniform ist nicht gut.</i>	Only one detail given. No verb used. For example: <i>Groß (und modern).</i> Do not accept opinion 'I like my school' as a detail: <i>Ich mag meine Schule, weil sie modern ist.</i> Use of wrong possessive 'deine' invalidates one part of response (see GP20).	GP19: Use of wrong possessive 'deine' lifted from bullet-point and only one detail given.
b	Transport zur Schule (ein Detail).	One clear detail given about school transport. Verb required. For example: <i>Ich fahre mit dem Auto.</i> Allow use of other pronouns. For example: <i>Wir gehen zu Fuß. / Der Transport (zur Schule) ist gut. / Die Fahrt ist zwanzig Minuten.</i>	Anglicised 'Orto' in OAR. Anglicised 'Transport' in OAR. Mispronounced vowel in 'Bus' in OAR. Use of 'auf dem Bus' in OAR.	No reference to any form of transport.
c	Deine Meinung über die Mittagspause (ein Detail).	One clear and appropriate opinion given about the candidate's lunch break. No verb required. For example: <i>(Ich finde die Mittagspause) zu kurz.</i>	Anglicised pronunciation of 'Pause' in OAR. 'Ich feinde' in OAR.	No opinion given. GP19: Use of wrong possessive 'deine' lifted from bullet-point: <i>Deine Meinung ist</i>
d	! Wie viele Stunden hast du nach der Mittagspause?	Any clear number. No verb required. For example: <i>(Ich habe) zwei (Stunden).</i>	Anglicised 'Pause' if the error occurs before task accomplished.	No number given. Use of 'in der Mittagspause'.
e	? Schulessen.	Any clear and appropriate question about school meals. For example: <i>Wie findest du (das) Schulessen? / Was kostet (das) Schulessen?</i>	GP17: No verb but use of article and intonation: <i>Und das Schulessen?</i> No reference to school in OAR.	GP16: Use of bullet-point prompt word on its own in undirected question: <i>Schulessen?</i>

Foundation Role Play 5				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Eine Aktivität im Sportzentrum für Sie.	Clear request to do a sporting activity. Verb required. For example: <i>Ich möchte Fußball spielen.</i> Accept incorrect word order with modal: <i>Ich möchte spiele Fußball.</i>	Use of any sport with anglicised ' <u>Ball</u> '. GP4: <i>Ich möchte Fußball spielen.</i> <i>Ich möchte eine Aktivität <u>im Sportzentrum</u>.</i> Anglicised ' <u>Aktivität</u> ' in OAR.	No indication of request. GP19: <i>Ich möchte Fußball spielen <u>für Sie</u>.</i>
b	Um wie viel Uhr.	A clear clock time given. No verb required. For example: <i>(Um) acht Uhr. / Um acht. / Halb neun.</i>	Whole number on its own. For example: <i>Acht.</i> <i>(Um) acht <u>'hour'</u>.</i>	No clock time given. For example: <i>Heute Abend.</i>
c	! Und wie heißen Sie mit Familiennamen?	Surname given. No verb required. For example: <i>(Ich heiße) Smith.</i>	Anglicised ' <u>Familyname</u> ' in OAR. 'Name' pronounced as English in OAR. Both first and second name given.	No name given.
d	Ihre Meinung über Fitness (ein Detail).	Any clear and appropriate opinion about fitness. No verb required. For example: <i>(Ich finde Fitness) wichtig.</i> GP18: <i>Meine Meinung über Fitness ist ...</i>	<i>'Ich feinde'</i> in OAR.	No opinion given. GP19: Use of wrong possessive ' <i>Ihre</i> ' lifted from bullet-point: <i>Ihre Meinung ist</i>
e	? Schwimmstunden.	Any clear question about swimming lessons. For example: <i>Gibt es Schwimmstunden? / Haben Sie Schwimmstunden? / Was kosten die Schwimmstunden? / Wie findest du Schwimmstunden?</i>	GP17: No verb but use of additional language and intonation: <i>Und (die) Schwimmstunden?</i>	GP16: Use of bullet-point prompt word on its own in undirected question: <i>Schwimmstunden?</i>

Foundation Role Play 6				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Mit deinen Freunden ausgehen – wie oft.	Any clear time phrase. No verb required. For example: <i>(Ich gehe) oft (mit Freunden aus). Ich ausgehen oft mit Freunden. Am Wochenende.</i>	Use of anglicised ' <u>Fri</u> enden' in OAR.	GP19: Use of wrong possessive ' <u>deinen</u> ' lifted from bullet-point: <i>Ich gehe oft mit <u>deinen</u> Freunden aus.</i>
b	Deine Lieblingsaktivität mit Freunden.	Favourite activity clearly stated. Accept 1st person. Verb required. For example: <i>(Meine Lieblingsaktivität <u>mit Freunden</u> ist) Fußball spielen.</i>	No verb used. For example: <i>Kino. / Fußball.</i> No Umlaut sounded on ' <u>Aktivitat</u> '.	GP19: Use of wrong possessive ' <u>deine</u> ' lifted from bullet-point: <i>Deine Lieblingsaktivität mit Freunden ist Fußball spielen.</i>
c	Dein bester Freund oder deine beste Freundin (zwei Details).	Two details about the candidate's best friend clearly stated. Verb required. For example: <i>Mein bester Freund ist fünfzehn und nett. / Sie ist groß und schlank.</i>	Only one detail given. No verb used. For example: <i>Groß (und schlank).</i> Use of anglicised ' <u>Fri</u> end' in OAR. Use of wrong possessive ' <u>deine</u> ' invalidates one part of response (see GP20).	GP19: Use of wrong possessive ' <u>dein</u> ' lifted from bullet-point and only one detail given.
d	? Schulfreunde.	Any clear and appropriate question about school friends. For example: <i>Hast du (viele) Schulfreunde? Wer ist dein bester Freund in der Schule?</i>	Use of anglicised ' <u>Fri</u> end' in OAR. No reference to school: <i>Hast du Freunde?</i> GP17: No verb but possessive pronoun used and intonation: <i>Deine Schulfreunde?</i>	GP16: Use of bullet-point prompt word on its own or with article in undirected question: <i>(Die) Schulfreunde?</i>
e	! Und wie findest du die Schweiz?	Opinion about Switzerland clearly given. No verb required. For example: <i>(Ich finde die Schweiz) gut. / Ich mag die Schweiz.</i>	Mispronounced ' <u>Schw</u> iez' in OAR.	No opinion given. <i>Ich findest du die Schweiz gut.</i>

Foundation Role Play 7				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Ein Sport-Event für Sie – was.	Clear request to see a sporting event. Verb required. For example: <i>Ich möchte ein Fußballspiel / Tennis-Event sehen.</i> <i>Ich möchte sehe Tennis.</i>	Use of any sport with anglicised ' Ball '. Request to see a sporting event but no named sport: <i>Ich möchte ein Sport-Event sehen.</i> <i>Ein Tennis-Event bitte.</i> <i>Ich möchte ein Fußballspiel.</i> GP4: <i>Ich möchte ein Fußballspiel sehen.</i>	No indication of request. GP19: <i>Ich möchte ein Fußballspiel für Sie (sehen).</i> <i>Ich möchte ein Fußballspiel.</i>
b	Eintrittskarten – wie viele.	A clear request for a specific number of tickets. 'Tickets' needs to be stated. For example: <i>Ich möchte zwei (Eintritts)karten / Drei (Eintritts)karten bitte.</i> Accept use of 'Tickets'.	No reference to 'ticket' but a request for a specific number. For example: <i>Ich möchte zwei. / Drei, bitte.</i> GP4: <i>Ich möchte drei (Karten).</i>	A number in isolation. For example: <i>Zwei.</i>
c	! Wie oft sehen Sie Live-Sport?	A clear statement of frequency. No verb required. For example: <i>(Ich sehe Live-Sport) manchmal.</i>	Anglicised pronunciation but intelligible message. For example: <i>Jeden Tag.</i>	Unqualified number. For example: <i>Eins / Einmal.</i> GP19: Use of wrong pronoun 'Sie' lifted from question: <i>Ich sehen Sie Live-Sport manchmal.</i>
d	Ihre Meinung über Sport in Deutschland (ein Detail).	Any clear and appropriate opinion about sport in Germany. No verb required. For example: <i>(Ich finde Sport in Deutschland) toll.</i> Opinion about one sport. For example: <i>Ich finde Fußball in Deutschland toll.</i>	When answering as a full statement, opinion given about sport without reference to Germany. For example: <i>Ich liebe Sport.</i> Use of any sport with anglicised ' Ball ', even if repeat mistake. 'Ich feinde' in OAR.	No mention of 'sport'. For example: <i>Ich finde Deutschland toll.</i> GP19: Use of wrong possessive 'Ihre' lifted from bullet-point: <i>Ihre Meinung ist</i>
e	? Hotels in Hamburg.	Any clear question about hotels/staying in Hamburg. For example: <i>Sind die Hotels in Hamburg gut? Was kostet ein Hotel in Hamburg? / Wie findest du Hotels? / Hast du Hotels in Hamburg?</i>	No reference to Hamburg in OAR. For example: <i>Gibt es Hotels?</i> GP17: No verb but use of additional language and intonation: <i>Und Hotels in Hamburg?</i>	GP16: Use of bullet-point prompt word on its own in undirected question: <i>Hotels in Hamburg?</i>

Foundation Role Play 8				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Dein Teilzeitjob – wo.	Any place of work clearly stated. No verb required. For example: <i>(Ich arbeite) in einem Café. (Mein Teilzeitjob) ist in einem Supermarkt.</i>	Use of ' <u>T</u> eilzeitjob' in OAR. Anglicised 'Yob' in OAR. No Umlaut sounded in ' <u>G</u> esch <u>a</u> ft' in OAR.	No place of work stated. For example: <i>Ich bin Kellner.</i> GP19: Use of wrong possessive ' <i>dein</i> ' lifted from bullet-point: <i>Dein Teilzeitjob</i>
b	! Und wann arbeitest du?	Clear reference to when the candidate works. No verb required. For example: <i>(Ich arbeite) samstags / einmal in der Woche / (von) neun bis vier (Uhr).</i> Allow: ' <i>Ich arbeitest</i> ' in OAR.	Reference only to duration. For example: <i>(Ich arbeite) acht Stunden pro Tag.</i>	<i>(Ich arbeite) acht <u>U</u>hr pro Tag.</i>
c	Geld für deine Arbeit – wie viel.	Clear reference to an amount of money earned. Verb required. For example: <i>Ich verdiene / bekomme / habe zehn Euro (pro Stunde).</i> Accept use of ' <i>Euro</i> ' and ' <i>Pfund</i> ' in OAR. Accept use of ' <i>viel Geld</i> ' in OAR.	Use of anglicised ' <i>Euro</i> ' in OAR.	Use of ' <i>pounds</i> ' even if number clear.
d	Dein Chef oder deine Chefin (zwei Details).	Two details about candidate's boss clearly given. Verb required. <i>Mein Chef / Er ist dick und streng.</i>	Only one detail given. One or two details but no verb. Use of wrong possessive ' <i>dein(e)</i> ' invalidates one part of response (see GP20).	GP19: Use of wrong possessive ' <i>dein</i> ' lifted from bullet-point and only one detail given.
e	? Meinung über Teilzeitjobs.	Any clear question eliciting an opinion about part-time jobs. For example: <i>Wie findest du Teilzeitjobs? Wie / Was ist deine Meinung über Teilzeitjobs?</i>	Use of ' <u>T</u> eilzeitjob' in OAR.	No opinion elicited. For example: <i>Hast du einen Teilzeitjob?</i> Omission of possessive: <i>Wie / Was ist Meinung über Teilzeitjobs?</i>

Foundation Role Play 9				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Hotel für Sie – wo.	A clear request for a hotel in a specific location. Verb required. For example: <i>Ich möchte ein Hotel in der Stadt.</i> <i>Ein Hotel auf dem Land, bitte.</i> Accept any world location.	GP4: Use of ' <u>m</u> öchte' in OAR. Location of hotel stated but not requested. For example: <i>Ein Hotel an der Küste.</i> Hotel requested but no reference to location. For example: <i>Ich möchte ein Hotel.</i> Use of <i>Munich / Cologne /</i> anglicised location in OAR.	No indication of request: (Ein) Hotel. GP19: Use of wrong pronoun ' <i>Sie</i> ' lifted from bullet-point: <i>Ich möchte ein Hotel auf dem Land für Sie.</i>
b	! Für wie viele Personen?	Any number clearly stated. No verb or additional info required. For example: <i>(Für) zwei (Personen).</i> Accept <i>Für mich.</i> Anglicised ' <i>Personen</i> ' in OAR.	GP5: <u>Vor</u> zwei Personen.	No number or person stated.
c	Nächte – wie viele.	A number of nights clearly stated. No verb required. For example: <i>(Für) zwei Nächte.</i>	GP5: <u>Vor</u> zwei Nächte. <i>Für zwei Nächte.</i> <u>Vor</u> zwei Nächte.	A number in isolation with no reference to nights.
d	? Fitness-Studio im Hotel.	Any clear and appropriate question about the fitness studio (in the hotel). For example: <i>Gibt es / Haben Sie ein Fitness-Studio (im Hotel)? /</i> <i>Wie findest du (das) Fitness-Studio (im Hotel)?</i>	GP17: No verb but use of additional word(s) and intonation: <i>Ein Fitness-Studio im Hotel?</i> GP6: <u>Ist der</u> ein Fitness-Studio im Hotel?	GP16: Use of bullet-point prompt word on its own in undirected question: <i>Fitness-Studio im Hotel?</i>
e	Ihre Lieblingsaktivität im Urlaub (ein Detail).	Any activity clearly stated. No verb required. For example: <i>(Meine Lieblingsaktivität ist) Fußball spielen. / Kino / Ich mache Hausaufgaben.</i>	Use of any sport with anglicised ' <i>Ball</i> '. No Umlaut sounded on ' <i>Aktivität</i> ' in OAR.	GP19: Use of wrong possessive ' <i>deine</i> ' lifted from bullet-point: <i>Deine Lieblingsaktivität ist Fußball spielen.</i>

Higher Role Play 10				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Eine Meinung über deine Stadt und warum (ein Detail).	One opinion about the candidate's town clearly explained. For example: <i>Ich mag meine Stadt, weil sie historisch ist.</i>	Opinion given but no reason or vice versa. Use of wrong pronoun 'deine' invalidates one part of response (see GP20).	No opinion or reason given.
b	Klima in deiner Region (zwei Details).	Two details about the local climate / weather clearly given. Verb required. For example: <i>Das Klima (in meiner Region) ist schön und heiß. / Es ist kalt (im Winter) und heiß (im Sommer).</i>	One one detail given. Anglicised 'Klima' and/or 'Region' in OAR. Use of wrong possessive 'deiner' invalidates one part of response (see GP20).	No reference to climate / weather. For example: <i>Meine Region ist schön.</i>
c	Du nächste Woche in der Stadt– eine Aktivität.	One future town-related activity clearly stated. 'Next week' and 'in town' not required. For example: <i>Ich werde einkaufen gehen.</i> Use of immediate future: <i>Nächste Woche gehe ich einkaufen.</i>	No Umlaut pronounced in 'n <u>a</u> chste Woche' in OAR. No Umlaut sounded on 'Aktiv <u>it</u> at' in OAR.	Use of present tense with no future time frame. For example: <i>Ich gehe (in der Stadt) einkaufen.</i> Non-town-related activity. For example: <i>Ich werde fernsehen.</i>
d	! Wie sind die Busse in deiner Stadt? Wie oft fährst du mit dem Bus?	Both questions clearly answered. Verb not required in either. For example: <i>Rot. Manchmal.</i> <i>Die Busse ist / sind spät</i> for that part of task.	Only one question answered. Mispronounced vowel in 'B <u>u</u> sse' in OAR.	Neither question successfully answered.
e	? Sportmöglichkeiten.	Any clear question about sports facilities where the German friend lives. For example: <i>Gibt es Sportmöglichkeiten (in deiner Stadt)? Hast du Sportmöglichkeiten? Was sind die Sportmöglichkeiten? Kann man in deiner Stadt Sport treiben? Wie findest du Sportmöglichkeiten?</i>	No Umlaut pronounced in 'M <u>ö</u> glichkeiten'. GP17: No verb but use of possessive and intonation: <i>(Und) deine / die Sportmöglichkeiten?</i>	GP16: Use of bullet-point prompt word on its own in undirected question: <i>Sportmöglichkeiten?</i>

Higher Role Play 11				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Der Unterricht in deiner Schule (zwei Details).	Two clear details about lessons/teaching in the candidate's school. For example: <i>Man lernt zehn Fächer und zwei Fremdsprachen. / Der Unterricht gefällt mir, weil es aktiv ist.</i>	Only one detail given. Mispronounced 'Unterreich' in OAR. Use of wrong possessive 'deiner' invalidates only one part of response (see GP20).	No reference to lessons/teaching. GP19: Use of wrong possessive 'deiner' lifted from bullet-point and only one detail given.
b	Das schwierigste Fach für dich und warum (ein Detail).	One reason for a subject being the most difficult clearly explained. For example: <i>Deutsch (ist das schwierigste Fach / schwierig), weil es langweilig / nicht einfach ist.</i>	Most difficult subject stated but no reason why. Mispronounced 'schweirig' in OAR. Use of wrong pronoun 'dich' invalidates one part of response (see GP20).	GP19: Use of wrong pronoun 'dich' lifted from bullet-point and no reason given. For example: <i>Das schwierigste Fach für dich ist Deutsch.</i>
c	Deine Noten im letzten Schuljahr (ein Detail).	One clear detail about the candidate's grades last year. For example: <i>Meine Noten (im letzten Schuljahr) waren gut.</i> Allow use of plural noun and singular verb: <i>Meine Noten war gut.</i>	Reference to only one grade (in one subject). For example: <i>Meine Note (in Deutsch) war super!</i> Use of present tense verb with past time frame. For example: <i>Meine Noten letztes Jahr sind gut.</i>	GP19: Use of wrong possessive 'deine' lifted from bullet-point. <i>Ich mag meine Noten.</i>
d	! Was denken deine Eltern über deine Note in Deutsch?	Opinion of parents clearly conveyed. Verb required. <i>Sie denken, meine Note (in Deutsch) ist gut /schlecht. Meine Eltern / Sie sind glücklich.</i>	Adjective used in isolation. For example: <i>Gut.</i>	Use of first person opinion. For example: <i>Ich denke, meine Note ist gut.</i>
e	? Prüfungen.	Any clear question about exams. For example: <i>(Wann) hast du Prüfungen? / Wie findest du (die) Prüfungen?</i> Allow unsounded Umlaut in OAR.	GP17: No verb but use of definite article or possessive and intonation: <i>(Und) die / deine Prüfungen?</i>	GP16: Use of bullet-point prompt word on its own in undirected question: <i>Prüfungen?</i>

Higher Role Play 12				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Party für Sie im Restaurant – wann.	Clear statement of intent to hold a party and when. For example: <i>Ich möchte / will nächste Woche eine Party (im Restaurant) (haben / machen).</i> Accept any future time frame.	Request to hold a party but omission of time.	No indication of request. <i>Ich habe letzte Woche eine Party gemacht.</i> GP19: <i>Ich möchte eine Party für Sie am Samstag.</i>
b	! Was feiern Sie?	Any celebration clearly stated. No verb required. For example: <i>(Mein) Geburtstag. / Weihnachten</i> Accept possessive error: <i>Mein Vaters Geburtstag.</i>		GP19: Use of wrong pronoun 'Sie' lifted from question. For example: <i><u>Sie</u> feiern Geburtstag.</i>
c	Ihr letzter Besuch in diesem Restaurant (zwei Details).	Two details clearly given about the candidate's last visit to the restaurant. For example: <i>Mein letzter Besuch / Es war letztes Jahr und das Essen war lecker.</i> <i>Ich habe Pommes gegessen und Cola getrunken.</i>	Only one detail given. Present tense statement with past time frame. For example: <i>Mein letzter Besuch ist gut (und ich esse Pommes).</i> Use of wrong possessive 'Ihr' invalidates only one part of response (see GP20).	GP19: Use of wrong possessive 'Ihr' lifted from bullet-point and only one detail given.
d	Getränke für die Gäste (ein Detail).	One detail clearly given about the drinks for the guests. Verb required and pronoun must refer to a number of people. Accept use of present and future tense. For example: <i>Wir trinken Bier. / Sie werden Cola bestellen.</i> Accept brand names of drinks.	A reference to drinks but not people. For example: <i>Cola (trinken).</i> Use of first person: <i>Ich trinke Bier. / Ich werde Cola trinken.</i> Use of 'Getränke' as a verb. For example: <i>Wir Getränke Bier.</i> No Umlaut pronounced on 'Gaste'.	Use of noun as verb and without Umlaut (implicit past tense). <i>Wir Getranke Bier.</i>
e	? Partymusik.	Any clear question about the party music. For example: <i>Haben Sie (Party)musik? / Gibt es Musik? / Können wir Musik hören? / Wie finden Sie <u>Partymusik</u>?</i> Allow use of 'spielen' although different message probably intended: <i>Spielen Sie Partymusik?</i>	Anglicised 'Music' in OAR. Reference to music without the context of it being at a party. For example: <i>Wie finden Sie Musik?</i> GP17: No verb but use of additional word(s) and intonation: <i>(Und) die Partymusik?</i>	GP16: Use of bullet-point prompt word on its own in undirected question: <i>Partymusik?</i>

Higher Role Play 13				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Dein Teilzeitjob – seit wann.	Clear statement about how long the candidate has had a part-time job. No verb required. (<i>Ich habe einen Teilzeitjob seit) zwei Jahren.</i> Accept: <i>Ich habe für zwei Jahre gearbeitet.</i>	Use of 'für' in OAR. Singular number and plural noun: (<i>Seit) einem Jahre.</i> Use of 'Teilzeitjob' in OAR.	GP19: Use of wrong possessive 'dein' lifted from bullet-point.
b	Teilzeitjobs - ein Nachteil.	One disadvantage of part-time work clearly stated. For example: (<i>Ein Nachteil ist) man muss früh aufstehen.</i>	Use of wrong and misleading preposition in OAR: <i>Ein Nachteil auf Teilzeitjobs</i> Use of 'Teilzeitjob' in OAR, even if repeat mistake. 'Nachtie' in OAR.	One clear advantage stated instead of disadvantage.
c	Deine Arbeit letztes Wochenende – eine Aktivität.	One activity undertaken at work (last weekend) clearly stated. For example: <i>Ich habe (letztes Wochenende) Kaffee gekocht.</i>	Present tense statement with past time frame. For example: <i>Letztes Wochenende koche ich Kaffee.</i>	Use of present tense with no past time frame. For example: <i>Ich koche Kaffee.</i> No activity stated. For example: <i>Die Arbeit war langweilig.</i>
d	! Wie ist ein guter Chef oder eine gute Chefin?	One characteristic of a good boss clearly conveyed. No verb required. For example: (<i>Ein guter Chef ist) nett.</i>	Anglicised pronunciation but still intelligible pronunciation of characteristic. For example: <i>friendlich / hoflich.</i>	Physical description as opposed to character. For example: <i>Ein guter Chef ist groß.</i>
e	? Geld verdienen.	Any clear question about earning money. For example: <i>Verdienst du Geld? / Wie viel Geld verdienen du?</i>	GP17: No verb but use of subject pronoun and intonation: <i>Du Geld verdienen?</i> 'verdeinst' in OAR. <i>Wie findest du Geld verdienen?</i>	GP16: Use of bullet-point prompt word on its own in undirected question: <i>Geld verdienen?</i>

Higher Role Play 14				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Ein Tablet für Sie (ein Detail).	A clear request made for a type of tablet. Accept any appropriate detail, including brand-name. For example: <i>Ich möchte ein Apple Tablet.</i> / <i>Haben Sie ein schwarzes Tablet?</i> No verb necessary in polite request: <i>Ein billiges Tablet, bitte.</i>	Clear request for a tablet but no detail included. For example: <i>Ich möchte ein Tablet.</i> Non-polite request without verb: <i>Ein (rotes) Tablet für mich.</i>	No indication of a request. For example: <i>Ein Tablet.</i> GP19: Use of wrong pronoun 'Sie' lifted from bullet-point: <i>Ich möchte ein schwarzes Tablet für Sie.</i>
b	Der richtige Preis für Sie.	A preferred price clearly stated. Verb required. Accept both currencies. For example: <i>Ich möchte ein Tablet für 50 Euro.</i> / <i>Der richtige Preis (für mich) ist 20 Pfund.</i> <i>Ich habe</i> in OAR.	Clearly stated number without currency in OAR. For example: <i>Der richtige Preis ist fünfzig.</i> Anglicised 'Euro' in OAR. Clearly stated amount but no context of paying. For example: <i>20 Euro.</i>	Use of 'pounds' in OAR. GP19: Use of wrong pronoun 'Sie' lifted from bullet-point: <i>Der richtige Preis für Sie ist 50 Euro.</i>
c	? Sonderangebot.	Any clear question about special offers. Accept omission of indefinite article. For example: <i>Haben Sie / Gibt es (ein) Sonderangebot?</i> <i>Wie finden Sie das Sonderangebot?</i>	Anglicised but intelligible pronunciation of 'Sonderangebot'. <i>Wie finden Sie Sonderangebot?</i>	Very anglicised and unintelligible pronunciation of 'Sonderangebot'. Use of bullet-point prompt word on its own in undirected question. <i>Sonderangebot?</i>
d	! Wie viel Zeit verbringen Sie am Computer?	A clear statement of any duration. Verb not required. For example: <i>Zwei Stunden (pro Tag.)</i> / <i>(Nicht)viel (Zeit).</i>	<i>Eine Stunden.</i>	<i>Ich bringe zwei Stunden pro Tag. Zwei Uhr.</i>
e	Ihr Tablet in der Zukunft benutzen – wie (ein Detail).	Future use of tablet clearly stated. For example: <i>Ich werde / will / möchte Hausaufgaben machen.</i> Accept future time frame and present tense. For example: <i>Heute Abend mache ich Hausaufgaben.</i>	Verbal phrase without indication of time and/or person. For example: <i>Hausaufgaben machen.</i> <i>Tablet in der Zukunft benutzen für Hausaufgaben.</i>	Present tense used with no future time frame. For example: <i>Ich mache Hausaufgaben auf meinem Tablet.</i> GP19: Use of wrong possessive 'Ihr' lifted from bullet-point.

Higher Role Play 15				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Freiwillige Arbeit im Tierheim – warum (ein Detail).	One reason for wanting to work in an animal shelter clearly conveyed. For example: <i>(Ich möchte in einem Tierheim arbeiten), weil ich Tiere liebe.</i>	Mispronunciation of 'freiwillig' in OAR. Mispronunciation of 'Tierheim' in OAR.	No reason given. For example: <i>Ich möchte in einem Tierheim arbeiten.</i>
b	Ihre letzte freiwillige Arbeit – was (ein Detail).	One factual detail about the candidate's last voluntary work clearly stated. For example: <i>Ich habe in einem Geschäft gearbeitet.</i>	Past time frame but no verb or present tense verb. For example: <i>(Für) meine letzte freiwillige Arbeit (ist) in einem Geschäft.</i>	<i>Meine letzte Arbeit / Es was toll.</i> Present tense used without past time frame. For example: <i>Ich arbeite in einem Geschäft.</i> Opinion given instead of activity. For example: <i>Meine letzte freiwillige Arbeit war toll.</i>
c	? Arbeitstag.	Any clear question about the working day. For example: <i>Wie lange ist der Arbeitstag? / Um wie viel Uhr beginne ich? / Wie finden Sie den Arbeitstag?</i>	GP17: No verb but use of additional word(s) and intonation: <i>(Und) der Arbeitstag? Wie findest du Arbeitstag?</i>	GP16: Use of bullet-point prompt word on its own in undirected question: <i>Arbeitstag?</i>
d	Ihr Transport zum Tierheim.	Clear statement about how the candidate gets to the animal shelter. For example: <i>Ich fahre (zum Tierheim) mit dem Bus. / Mein Transport ist das Auto.</i>	Anglicised 'Orto' in OAR. Anglicised 'Transport' in OAR. Mispronounced vowel in 'Bus' in OAR.	No means of transport stated. GP19: Use of wrong pronoun 'Ihr' lifted from bullet-point.
e	! Wann können Sie mit der Arbeit beginnen?	A start time for the job clearly stated. No verb required. <i>(Ich kann) morgen (beginnen).</i> Accept use of clock time.	<i>Ich beginne / Es beginnt</i> + appropriate time phrase. <i>Nächste Woche</i> in OAR.	Any past time phrase.

Higher Role Play 16				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Eine Meinung über die Gebäude an deiner Schule und warum (ein Detail).	One explained opinion about the school buildings clearly conveyed. For example: <i>Ich mag die Gebäude, weil sie modern sind.</i> Allow use of singular forms 'es ist' in OAR.	No Umlaut pronounced on 'Geb <u>a</u> ude' in OAR. Opinion without reason. Use of wrong possessive 'deiner' invalidates only one part of response (see GP20).	No opinion or reason.
b	Deine Schule jetzt und deine Grundschule – ein Unterschied.	One difference between primary and current school clearly stated. No need to reference both schools. For example: <i>(Ein Unterschied ist) meine Schule jetzt ist groß / größer. Meine Grundschule war / ist klein(er).</i>	Anglicised 'j <u>e</u> tzt' in OAR. Mispronounced 'Untersche <u>i</u> d' in OAR. Use of 'dann' instead of 'als' in comparative statements. Use of 'gr <u>o</u> ßer' in OAR Which school not clearly referenced: <i>Meine Schule ist groß.</i>	No difference between schools indicated. For example: <i>Ich mag meine Schule.</i>
c	! Wie ist die Kantine an deiner Schule? Wie oft kaufst du Essen in der Schule?	Both questions clearly answered. No verb required. For example: <i>(Die Kantine ist) gut. (Ich kaufe) nie (Essen in der Schule).</i>	Only one question answered. Anglicised 'Canteen' in OAR.	Both questions unanswered.
d	Letzte Mittagspause – eine Aktivität.	One activity in the last lunch break clearly stated. For example: <i>Ich habe Pizza gegessen. / Wir haben Fußball gespielt.</i>	Past time frame with present tense verb. For example: <i>Letzte Mittagspause spiele ich Fußball.</i> Anglicised 'Pause' in OAR.	Present tense used without past time frame. For example: <i>Ich esse Pizza.</i>
e	? Aktivitäten nach der Schule.	A clear question about after-school activities. For example: <i>Hast du / Machst du / Wie findest du / Gibt es Aktivitäten nach der Schule?</i>	No Umlaut in 'Aktiv <u>i</u> täten' in OAR. GP17: No verb but use of possessive and intonation: <i>(Und) deine Aktivitäten nach der Schule?</i>	No reference to 'after school'. GP16: Use of bullet-point prompt word on its own or meaningless additional language. For example: <i>(Und die) Aktivitäten nach der Schule?</i>

Higher Role Play 17				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Fahrrad für Sie – wann.	A clear request for a bike at a specific time. For example: <i>Ich möchte ein(Fahr)rad für heute (mieten).</i> <i>Ein Fahrrad für heute, <u>bitte</u>.</i>	A bike requested but no time stated. Use of 'mochte' in OAR. Use of 'vor' in OAR.	No indication of request. GP19: Use of wrong pronoun 'Sie' lifted from bullet-point: <i>Ich möchte ein Fahrrad heute <u>für Sie</u>.</i>
b	! Wie viele Fahrräder brauchen Sie? Und welche Farbe möchten Sie?	Both questions clearly answered. No verb required. For example: <i>(Ich brauche) zwei.</i> <i>(Ich möchte) rot.</i>	One question answered. No Umlaut sounded in 'Fahrräder' in OAR. Anglicised pronunciation of colour in OAR. For example: <i>R<u>o</u>t / Schwa<u>r</u>z.</i>	Both questions unanswered.
c	Mit dem Fahrrad – wohin und warum.	Any worldwide destination and reason clearly stated. For example: <i>(Ich möchte) aufs Land / nach Hamburg (fahren), weil es schön ist.</i>	Only destination or reason stated.	Neither destination nor reason communicated.
d	Ihre letzte Radtour (ein Detail).	One detail about the candidate's last bike-ride clearly stated. For example: <i>Ich bin an den Strand gefahren. / Meine letzte Radtour war gut. / Ich habe meine Tante besucht.</i>	Past time frame with present tense verb. For example: <i>Für meine letzte Radtour fahre ich an den Strand. / Meine letzte Radtour ist gut.</i>	Present tense used without past time frame. For example: <i>Meine Radtour ist gut.</i> GP19: Use of wrong possessive 'Ihre' lifted from bullet-point: <i>Ihre letzte Radtour war gut.</i>
e	? Fahrrad zurück.	Any clear question about returning bike. For example: <i>Wann muss ich das Fahrrad / die Fahrräder zurückbringen?</i> Accept bike in singular or plural form regardless of the number hired in Task (a). Accept: <i>Wann muss ich zurückfahren / kommen?</i>	GP17: Question missing verb and pronoun but with appropriate intonation. For example: <i>Wann Fahrrad zurück(bringen)?</i>	GP16: Use of bullet-point prompt words on their own in undirected question: <i>Fahrrad zurück?</i> <i>Wie findest du Fahrrad zurück?</i>

Higher Role Play 18				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Deine Meinung über Weihnachten und warum.	One opinion about Christmas clearly explained. For example: <i>Ich mag Weihnachten, weil ich Geschenke bekomme.</i> Accept use of 'wir'.	Only one element conveyed. Mispronounced ' <i>Wie</i> hnachten' in OAR. Use of wrong possessive ' <i>deine</i> ' invalidates only one part of response (see GP20).	Neither opinion nor reason communicated.
b	Dein Essen in der Weihnachtszeit (zwei Details).	Two details about the candidate's festive eating habits clearly conveyed. For example: <i>Ich esse Bratkartoffeln und Rosenkohl. / Ich esse Karotten und ich finde das toll.</i>	Only one detail given. Only one detail about food given. For example: <i>Ich esse Rosenkohl und trinke Wasser.</i> GP20: Use of wrong possessive ' <i>dein</i> ' invalidates only one part of response (see GP20).	GP19: Use of wrong possessive ' <i>dein</i> ' and only one detail given.
c	Deine letzten Weihnachtsferien – eine Aktivität.	One candidate activity in the last Christmas holiday clearly conveyed. For example: <i>Ich habe Geschenke gekauft.</i> Accept activities of a non-festive nature.	No Umlaut in ' <i>Aktivität</i> ' in OAR. Past time frame with present tense verb. For example: <i>In den letzten Weihnachtsferien kaufe ich Geschenke.</i>	Present tense used without past time frame. For example: <i>Ich kaufe Geschenke.</i>
d	! Wie ist das Wetter normalerweise im Dezember?	One clear detail given about the weather in December. Verb not required. For example: <i>Es ist (kalt).</i>	Mispronounced ' <i>Schnie</i> ' in OAR.	No detail about the weather conveyed. For example: <i>Dezember ist toll!</i>
e	? Weihnachten in Deutschland.	Any clear question about Christmas in Germany . For example: <i>Magst du / Wie findest du / Wie ist / Hast du Weihnachten in Deutschland?</i>	GP17: No verb but use of additional language and appropriate intonation. For example: <i>Und Weihnachten in Deutschland? / Deine Weihnachten in Deutschland?</i> No reference to Germany.	GP16: Use of bullet-point prompt words on their own in undirected question: <i>Weihnachten in Deutschland? Du Weihnachten in Deutschland?</i>

Photo card guidance – 2019

FOUNDATION TIER

	Allow	Reject
CARD A		
Task 5	'Schulaufgaben' instead of 'Schularbeit'	
CARD B		
Task 5	'soziale Medien' instead of 'soziale Netzwerke'	
CARD E		
Tasks 3/4	'Urlaub' instead of 'Ferien'	
CARD F		
Task 5		'Programm' instead of 'Sendung'
CARD G		
Task 2	'Laden' instead of 'Geschäft'	
CARD H		
Task 3	'in deinem Haus' instead of 'zu Hause'	
Task 5	'Region' / 'Umgebung' instead of 'Gegend'	'Stadt' / 'Dorf' / Named location
CARD I		
Task 2		Specific type of instrument instead of 'Instrument'
Task 5	'Mutter und Vater' instead of 'Eltern'	

HIGHER TIER

	Allow	Reject
CARD J		
Task 2	'Stelle' instead of 'Ort'	'Platz' / 'Zimmer'
Task 3	'Examen' instead of 'Prüfung'	'Test'
Task 5	'Fach (in der Schule)' instead of 'Schulfach' Was wirst du nächstes Jahr nicht mehr lernen?	Omission of 'mehr' (although candidate response does not have to include it).
CARD L		
Task 4	'Wagen' instead of 'Auto' 'mit keinem Auto' instead of 'ohne ein Auto'	
Task 5		'kannst' instead of 'könntest'
CARD M		
Task 4	'Sporthalle' instead of 'Turnhalle'	
CARD N		
Task 2	'Vorteile und Nachteile' instead of 'Vor- und Nachteile'	
Task 3	'Winterurlaub' instead of 'Winterferien'	
Task 4	'in den Ferien' instead of 'im Urlaub'	
Task 5	Wie waren deine letzten Ferien?	

CARD O		
Task 5		<i>'nächste Woche'</i> instead of <i>'diese Woche'</i>
CARD P		
Task 2	<i>'Laden'</i> instead of <i>'Geschäft'</i>	
Task 3	<i>'Job'</i> instead of <i>'Beruf'</i>	
Task 4		<i>'bekommen'</i> instead of <i>'verdienen'</i>
Task 5		<i>'Job'</i> instead of <i>'Teilzeitjob'</i>
CARD Q		
Task 2	<i>'Vorteile und Nachteile'</i> instead of <i>'Vor-und Nachteile'</i>	
Task 3	<i>'in deinem Hause'</i> instead of <i>'zu Hause'</i>	
Task 4	<i>Wie verstehst du dich mit deinen Nachbarn? Wie ist deine Beziehung / dein Verhältnis zu deinen Nachbarn?</i>	<i>Hast du eine gute (oder schlechte) Beziehung zu deinen Nachbarn?</i>
Task 5	<i>'Region' / 'Umgebung'</i> instead of <i>'Gegend'</i> <i>hier in deiner Gegend'</i>	<i>Möchtest du auch später hier wohnen?</i> Named location