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# 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' scripts. 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 Assessment Writer.

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](http://aqa.org.uk)

## **Speaking Tests - Foundation tier and Higher tier**

### **Part one mark scheme**

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

#### **1 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.

#### **2 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.

### 3 The test as a whole

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

**Part 1** role-play - two mins approx (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
<b>Role-play</b>	10	5				15
<b>Photo card</b>	15					15
<b>General Conversation</b>	10		10	5	5	30
<b>Total</b>	<b>35</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>60</b>

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

### 4 Part 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. 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.
- (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 2 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 ? tasks and the question must make sense for the award of 2 marks.

For extra guidance on the question task in the role-play, look at points 8, 9 and 10 of the General Principles for marking the role-play on page 20 of this document and in the part 2 mark scheme.

**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 5 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 4 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 3 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 2 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 1 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 5 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 4 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 3 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 2 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 1 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.

## 5 Part 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. 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.

\*'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's in the photo?'. The maximum time for Foundation tier is 2 minutes and for Higher 3 minutes and marking will stop at this point. However, if the teacher-examiner has started to ask a question on 2 or 3 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 will count as a developed answer. For example:

- *Wie findest du Sport? ... Warum?*

- *Ich mag Sport ... Es ist spannend.*

This would be annotated as a circled Op plus a circled J.

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

<b>All</b>	Defined as all five questions
<b>Nearly all</b>	Defined as four questions
<b>Most</b>	Defined as three questions
<b>Some</b>	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, most answers will be developed by using several 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.

## 6 Part 3: General conversation

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 if you are using them. 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 changeover 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). If the mark is reduced in this way, please indicate this with a downward arrow (↓) on the Detailed Mark Sheet next to the mark.

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. If the General conversation is too short (less than three minutes at Foundation tier), candidates are unlikely to score high marks for Communication, although there is no automatic penalty.

There are references to 'narration' in the assessment criteria for Communication. Narration should be considered as extension of answers.

If the question asks if the student likes a particular thing and the reply is 'Yes/no' plus a reason, this is an opinion and a development. For example:

- *Magst du Fastfood?*
- *Ja, es ist lecker.*

This would be annotated as Op with a circled J.

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 tick the box on the Detailed Mark 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. However, a **very** short conversation will not have enough evidence to support a high mark for Range & Accuracy, for Spontaneity and Fluency or for Pronunciation & 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 a past or future time frame could 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.

## 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 if you are using them. 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 changeover 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). If the mark is reduced in this way, please indicate this with a downward arrow (↓) on the Detailed Mark Sheet next to the mark.

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. If the General conversation is too short (less than five minutes at Higher tier), candidates are unlikely to score high marks for Communication, although there is no automatic penalty.

There are references to 'narration' in the assessment criteria for Communication. Narration should be considered as extension of answers.

If the question asks if the student likes a particular thing and the reply is 'Yes/no' plus a reason, this is an opinion and a development. For example:

- *Magst du Fastfoofd?*

- *Ja, es ist lecker.*

This would be annotated as Op with a circled J.

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 tick the box on the Detailed Mark Sheet.

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.

<b>1</b>	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.
<b>0</b>	0	The language does not meet the standard required for Level 1 at this tier.

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.

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 a past or future time frame could 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).

<b>Level</b>	<b>Mark</b>	<b>Pronunciation and intonation</b>
<b>5</b>	5	Consistently good pronunciation and intonation throughout.
<b>4</b>	4	Good pronunciation and intonation with only occasional lapses.
<b>3</b>	3	Generally good but with some inconsistency in more challenging language.
<b>2</b>	2	Generally good but some inconsistency at times.
<b>1</b>	1	Pronunciation generally understandable with some intonation.
<b>0</b>	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.



# PAPER 2 SPEAKING TEST - DETAILED MARK SHEET

GCSE Bengali, Chinese (Mandarin), French, German, Italian, Modern Hebrew, Panjabi, Polish, Spanish and Urdu

SUMMER 20 \_\_\_\_

<b>Centre No:</b>						<b>Language:</b> _____ (eg German)	<b>Component Code:</b> _____ (eg 8668/SF)
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Candidate Name	Candidate No.				Tier F/H	Role-play					RP sub-total	Photo card		General Conversation					GC sub-total	Total		
						Role play No.	Communication <b>Max. 10</b>					K&U of L <b>Max 5</b>	<b>Max 15</b>	PC Letter	<b>Max 15</b>	C <b>Max 10</b>	1 mark penalty (tick if applied)	R&A of L <b>Max 10</b>	P & I <b>Max 5</b>	S & F <b>Max 5</b>	<b>Max 30</b>	<b>Max 60</b>
							Task 1 <b>Max 2</b>	Task 2 <b>Max 2</b>	Task 3 <b>Max 2</b>	Task 4 <b>Max 2</b>	Task 5 <b>Max 2</b>											

**AQA Examiner name:** ..... (PLEASE PRINT)

Top copy to be sent to AQA together with candidate recordings  
 Bottom copy to be retained by AQA Examiner

<b>Sheet No.</b>	
<b>Total sheets for this centre</b>	

## **Appendix 2 – 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

## GCSE German Speaking – Part 2 Mark Scheme

### 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: - ¿Wohin bist du in den Urlaub gefahren? - Ich fahre nach Spanien.	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. → (Und) der Preis?	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>	0 marks
19	Pronoun used in a task is lifted and used in candidate response. For example: • Deine Schule (ein Detail). → <i>Deine Schule ist groß.</i>	0 marks

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	<b>Taxi für Sie – um wie viel Uhr.</b>	Request a taxi at a specific time. For example: <i>Ich möchte ein Taxi für/um zwei Uhr.</i> Polite request without verb. For example: <i>Ein Taxi für zwei Uhr bitte.</i> Accept ' <b>am</b> zwei Uhr'.	Taxi ordered but no time stated. Pronunciation that causes a delay in communication. For example: <i>Ich möchte ein Taxi vor zwei Uhr.</i> Use of ' <u>m</u> öchte' in OAR. A non-polite request without a verb. For example: <i>Ein Taxi für zwei Uhr.</i>	Use of wrong pronoun lifted from bullet-point. For example: <b>Sie</b> möchten ein Taxi für zwei Uhr.
b	<b>Wohin.</b>	Any appropriate destination with or without preposition. Verb not required. For example: <i>(Ich fahre) In die Stadtmitte. / Zum Bahnhof / Nach Hause./ Bahnhof.</i>	Misleading use of preposition. For example: <i>In der Stadtmitte. / Zu Hause.</i>	No destination given.
c	<b>Wie viele Personen.</b>	Accept any clear number with or without a verb.	<u>Der ist</u> zwei Personen. <u>Vor</u> zwei Personen. Anglicised pronunciation of 'Personen' in OAR.	Incomprehensible pronunciation of number. For example: <i>Zwie.</i>
d	<b>! Wo sind Sie im Moment?</b>	Any appropriate place not already used in Task (b). Verb not required. For example: <i>(Ich bin) zu Hause / am Bahnhof.</i>	Misleading use of preposition. For example: <b>Auf</b> dem Bahnhof.	Same place used as in Task (b).
e	<b>? Fahrpreis.</b>	Any appropriate question about the fare. For example: <i>Was kostet die Fahrt / Was, Wie viel ist der Fahrpreis? / Ist der Fahrpreis teuer?</i> Accept: <i>Was kostet das?</i>	Undirected cost question: <i>Was kostet?</i> Use of bullet-point prompt word in a tag question with an article: <i>(Und) der Fahrpreis?</i>	<i>Was kostet der Pries?</i> Use of bullet-point prompt word on its own, even if with questioning tone: <i>Fahrpreis?</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	<b>Deine Meinung über die sozialen Medien (ein Detail).</b>	Any appropriate opinion about social media. Verb not required. For example: <i>(Ich finde das) super.</i>	Pronunciation that causes a delay in communication. For example: <i>Ich feinde ...</i> in OAR.	<i>Meine Meinung über die sozialen Medien ist cool.</i> Use of wrong possessive pronoun lifted from bullet-point. For example: <b>Deine Meinung</b> ist .....
b	<b>Du online – eine Aktivität.</b>	Any online activity using a first person verb or an infinitive phrase. For example: <i>Ich benutze Facebook. / Fifa spielen.</i>	Omission of verb. For example: <i>Facebook.</i>	Use of wrong subject pronoun lifted from bullet-point. For example: <b>Du</b> benutzt Facebook.
c	<b>! Wie oft benutzt du einen Computer?</b>	Frequency phrase used with or without a verb. For example: <i>Jeden Tag (benutze ich einen Computer).</i>	Anglicised pronunciation of time phrase. For example: <i>Jeden Tag / einmal in der <u>W</u>oche.</i>	No time phrase. Use of wrong pronoun lifted from question. For example: <b>Du</b> benutzt einen Computer jeden Tag.
d	<b>Facebook – seit wann.</b>	Any appropriate period of time. Verb not required. For example: <i>(Seit) zwei Jahren.</i>	Use of 'für'. For example: <i>Für zwei Jahre.</i>	Use of frequency time phrase. For example: <i>Ich benutze oft Facebook.</i>
e	<b>? Internet.</b>	Any appropriate question about using the internet. Accept formal or informal address. For example: <i>Wie findest du das Internet? / Benutzen Sie das Internet?</i>	Pronunciation that causes a delay in communication. For example: <i>Wie feindest du das Internet?</i>	Use of bullet-point prompt word on its own, even if with questioning tone: <i>Internet?</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	<b>Deine Meinung über Sport (ein Detail).</b>	Any appropriate opinion about sport/PE. Verb not required. For example: <i>(Ich finde Sport) klasse.</i>	Pronunciation that causes a delay in communication. For example: <i>Ich feinde ...</i> in OAR.	<i>Meine Meinung über Sport ist gut.</i> Use of wrong possessive pronoun lifted from bullet-point. For example: <b>Deine Meinung ist .....</b>
b	<b>Erdkunde – wie oft.</b>	Any appropriate frequency phrase with or without verb. For example: <i>(Ich lerne Erdkunde) einmal in der Woche.</i>	Poor pronunciation of ' <b>Erdkunde</b> ' in OAR.	No time phrase. For example: <i>Ich lerne Erdkunde.</i>
c	<b>Deine Noten in Englisch.</b>	Any appropriate description of grades at school. Verb not required. For example: <i>(Meine Noten sind) sehr schlecht.</i>	Clearly anglicised pronunciation of ' <i>Englisch</i> '.	Use of wrong possessive pronoun lifted from bullet-point. For example: <b>Deine Noten sind schlecht.</b>
d	<b>! Wie findest du deinen Englischlehrer oder deine Englischlehrerin?</b>	Any appropriate opinion about English teacher. Verb not required. For example: <i>(Mein Englischlehrer / Er ist) sehr nett.</i> Unclear gender of teacher. For example: <i>Meine Englischlehrer ist nett.</i>	Clearly anglicised pronunciation of ' <i>Englisch</i> '.	Use of wrong possessive pronoun lifted from question. For example: <b>Dein Englischlehrer ist nett.</b>
e	<b>? Nächstes Jahr.</b>	Any appropriate question about next year. For example: <i>Was machst du nächstes Jahr?</i> Allow incorrect address ( <i>Sie</i> ).	Pronunciation that causes a delay in communication. For example: <i>Was ist dein Plan vor nächstes Jahr?</i> Omission of Umlaut in ' <i>nächstes Jahr</i> '.	Use of bullet-point prompt word on its own, even if with questioning tone: <i>Nächstes Jahr?</i> Undirected question with no verb. For example: <i>Was nächstes Jahr?</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	Ihr Tisch – für wie viele Personen.	Request a table for a specific number of people. For example: <i>Ich möchte einen Tisch für zwei Personen.</i> Polite request without verb. For example: <i>Ein Tisch für zwei Personen <u>bitte</u>.</i>	No mention of number of people. A non-polite request with no verb. For example: <i>Ein Tisch für zwei Personen.</i> Pronunciation that causes a delay in communication. For example: <i><u>Vor</u> zwei Personen.</i>	No request made. For example: <i>Ein Tisch.</i> Use of wrong possessive pronoun lifted from bullet-point. For example: <i>Ich möchte <b>Ihr</b> Tisch für zwei Personen.</i>
b	Speisekarte für Sie.	Menu requested in statement or question form. For example: <i>Ich möchte die Speisekarte. / Haben Sie die Speisekarte bitte?</i>	Poor pronunciation may cause a delay in comprehension. For example: <i>Spiesekarte</i> in OAR.	Use of wrong pronoun lifted from bullet-point. For example: <i>Ich möchte eine Speisekarte für <b>Sie</b>.</i>
c	Etwas zu essen für Sie (zwei Details).	A food order including two details (not necessarily two different food items). Verb not required. For example: <i>Eine große Pizza.</i>	Only one detail given. For example: <i>Pizza.</i>	Use of wrong pronoun lifted from bullet-point. For example: <i>Pizza für <b>Sie</b>.</i>
d	! Wie finden Sie das Essen?	Any appropriate opinion about the food. Verb not required. For example: <i>(Das Essen ist) lecker.</i>	Pronunciation that causes a delay in communication. For example: <i>Ich feinde ...</i> in OAR.	Opinion not related to the restaurant's food. For example: <i>Mein Lieblingessen ist Wurst.</i>
e	? Rechnung.	Any appropriate question about the bill or the cost. For example: <i>Kann ich die Rechnung haben? / Was kostet das? / Die Rechnung bitte.</i> Allow incorrect address ( <i>du</i> ).	Polite request with or without article: <i>(Die) Rechnung bitte.</i>	Use of bullet-point prompt word on its own, even if with questioning tone: <i>Rechnung?</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	Dein Haus – wo (zwei Details).	Two details given about location of candidate's house. Verb not required. For example: <i>(Mein Haus liegt) in einer Stadt in England.</i>	Only one detail given. For example: <i>(Ich wohne in) England.</i>	No location given. For example: <i>Mein Haus ist groß und schön.</i>
b	! Seit wann wohnst du in dem Haus?	Any appropriate period of time. Verb not required. For example: <i>(Seit) zwei Jahren.</i>	Use of 'für'. For example: <i>Für zwei Jahre.</i>	Use of wrong possessive pronoun lifted from question. For example: <i><u>Du</u> wohnst seit zwei Jahren in dem Haus.</i>
c	Dein Lieblingszimmer – warum (ein Detail).	Favourite room stated with reason why. For example: <i>(Mein Lieblingszimmer ist) mein Schlafzimmer, weil es groß ist.</i>	No reason given with or without verb. For example: <i>(Mein Lieblingszimmer ist) mein Schlafzimmer.</i>	Use of wrong possessive pronoun lifted from bullet-point. For example: <i><b>Dein</b> Lieblingszimmer ist mein Schlafzimmer, weil es groß ist.</i>
d	Deine Meinung über die Nachbarn (ein Detail).	Any appropriate opinion about the neighbours. Verb not required. For example: <i>(Ich finde die Nachbarn) cool.</i>	Opinion about neighbours in general through omission of article: <i>Ich finde Nachbarn cool.</i> Pronunciation that causes a delay in communication. For example: <i>Ich feinde ...</i> in OAR.	<i>Meine Meinung über die Nachbarn ist cool.</i>
e	? Garten.	Any appropriate question about a garden. For example: <i>Hast du einen Garten?/ Wie findest du deinen Garten?</i> Allow incorrect address (Sie).	Omission of verb in directed question. For example: <i>Du einen Garten?/ Und dein Garten?</i>	Use of bullet-point prompt word on its own, even if with questioning tone: <i>Garten?</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	<b>Deine Schuluniform – was (zwei Details).</b>	Two items of school uniform given. Verb not required. For example: <i>(Ich trage) ein Hemd und eine Hose. / (Ich trage) eine schwarze Hose.</i>	Only one item given. Anglicised pronunciation of 'Uniform' in OAR.	Use of wrong possessive pronoun lifted from bullet-point. For example: <b>Deine</b> Schuluniform ist ein Hemd und eine Hose.
b	<b>Die erste Stunde – wann.</b>	Time of the first lesson given. No verb required. <i>(Die erste Stunde beginnt um) neun Uhr / sehr früh.</i> Accept ' <b>am</b> neun Uhr'.	Pronunciation of number that causes a delay in communication. For example: <b>Nein</b> Uhr.	No reference to clock time. For example: <i>Die erste Stunde ist am Montag.</i>
c	<b>! Was ist dein Lieblingstag in der Schule?</b>	Any day of the week clearly stated. Allow weekend days (private schools). Verb not required. For example: <i>(Mein Lieblingstag ist) Freitag.</i>	Pronunciation of day that causes a delay in communication. For example: <b>Deinstag.</b>	Use of wrong possessive pronoun lifted from question. For example: <b>Dein</b> Lieblingstag ist Freitag.
d	<b>Deine Meinung über die Lehrer (ein Detail).</b>	Any appropriate opinion about the teachers. No verb required. For example: <i>Die Lehrer sind gut.</i>	Use of singular noun. For example: <i>Mein Lehrer ist gut.</i> Singular and plural mix. For example: <i>Die Lehrer ist gut.</i>	<i>Meine Meinung über die Lehrer ist gut.</i>
e	<b>? Musik in der Schule.</b>	Any appropriate question about music at school. For example: <i>Wie oft hast du Musik in der Schule?</i> Allow incorrect address ( <i>Sie</i> ).	Anglicised pronunciation of 'Musik' in OAR. Omission of 'at school' element.	Use of bullet-point prompt words on their own, even if with questioning tone: <i>Musik in der Schule?</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	Ihre Fitness (ein Detail).	One detail given about candidate's fitness. Verb required. For example: <i>Ich bin sehr fit.</i> / <i>Meine Fitness ist gut.</i> / <i>Ich spiele oft Tennis.</i>	No verb used. For example: <i>Sehr fit.</i>	Statement about fitness in general. For example: <i>Fitness ist gut.</i> Use of wrong possessive pronoun lifted from bullet-point. For example: <b>Deine</b> Fitness ist gut.
b	Sport – wie oft.	Any appropriate frequency phrase with or without verb. For example: <i>Jeden Tag (mache ich Sport).</i>	Anglicised pronunciation of time phrase. For example: <u>J</u> eden Tag / einmal in der <u>W</u> oche.	No time phrase. Use of wrong pronoun lifted from question. For example: <b>Du</b> machst Sport jeden Tag.
c	! Was machen Sie, was ungesund ist?	Any potentially unhealthy activity. Verb required. For example: <i>Ich rauche.</i> / <i>Alkohol trinken.</i>	No verb used. For example: <i>Alkohol.</i>	A clearly healthy activity. For example: <i>Ich spiele Tennis.</i>
d	Ihre Meinung über das Sportzentrum (ein Detail).	Any appropriate opinion about the sports centre. No verb required. For example: <i>(Ich finde das Sportzentrum) gut.</i>	Pronunciation that causes a delay in communication. For example: <i>Ich feinde ...</i> in OAR.	<i>Meine Meinung über das Sportzentrum ist gut.</i>
e	? Duschen.	Any appropriate question about showering. For example: <i>Wo sind die Duschen?</i> / <i>Kann ich duschen?</i>	Unclear question with appropriate intonation. For example: <i>Duschen hier?</i> <b>Ist der</b> Duschen?	Use of bullet-point prompt word on its own, even if with questioning tone: <i>Duschen?</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	<b>Deine Schulfächer (ein Detail).</b>	One detail given about school subjects. Verb required. For example: <i>Ich lerne Deutsch. / Meine Schulfächer sind gut.</i>	Pronunciation that causes a delay in communication. For example: <i>Schulf<u>a</u>cher.</i>	Use of wrong possessive pronoun lifted from bullet-point. For example: <b>Deine</b> Schulfächer sind langweilig.
b	<b>Pläne für nächstes Jahr (ein Detail).</b>	One stated plan for next year. Verb form required in present or future tense. For example: <i>Ich lerne Deutsch. / Ich werde Deutsch lernen.</i>	No verb used. For example: <i>Deutsch.</i> Pronunciation that causes a delay in communication. For example: <i>N<u>a</u>chstes Jahr lerne ich Deutsch. / Meine Pl<u>a</u>ne ist .....</i>	Wrong tense. For example: <i>Ich habe Deutsch gelernt.</i>
c	<b>Ein Beruf für dich – was.</b>	A future job clearly stated. Verb not required. For example: <i>Lehrer / Ich will Lehrer sein.</i>	Pronunciation that causes a delay in communication. For example: <i>Ein Beruf <u>v</u>or mich ist Lehrer.</i>	Wrong tense. For example: <i>Ich bin Lehrer.</i> Use of wrong pronoun lifted from bullet-point. For example: <i>Ein Beruf für <b>d</b>ich ist Lehrer.</i>
d	<b>! In welchem Land willst du arbeiten?</b>	Name of country clearly given. No verb required. For example: <i>(Ich will in) Deutschland (arbeiten).</i>	Pronunciation that causes a delay in communication. For example, anglicised rendering of 'England'. Use of present tense. For example: <i>Ich arbeite in Deutschland.</i>	No country stated.
e	<b>? Teilzeitjob.</b>	Any appropriate question about a part-time job. For example: <i>Hast du einen Teizeitjob?</i> Allow incorrect address ( <i>Sie</i> ).	Pronunciation that causes a delay in communication. For example: <i>T<u>i</u>eizeit</i> in OAR. Pronunciation of 'Job' as 'Yob' in OAR. For example: <i>Hast du einen Teizeit<u>y</u>ob?</i>	Pronunciation of 'Yob' with no context of work. For example: <i>Hast du einen Yob?</i> Use of bullet-point prompt word on its own, even if with questioning tone: <i>Teilzeitjob?</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	<b>Ein Handy für Sie.</b>	Clear request for a mobile phone. Verb required. For example: <i>Ich möchte ein Handy (kaufen).</i>	No verb. For example: <i>Ein Handy für mich.</i> Pronunciation that causes a delay in communication. For example: 'm <u>o</u> chte' / <u>vor</u> mich.	Use of wrong pronoun lifted from bullet-point. For example: <i>Ich möchte ein Handy für Sie.</i>
b	<b>! Welche Farbe möchten Sie?</b>	Any colour clearly stated. Verb not required. For example: <i>Rot.</i>	Pronunciation of colour that causes a delay in communication. For example: <i>schwa<u>r</u>z.</i>	No colour stated.
c	<b>? Preis.</b>	Any appropriate question about the price. For example: <i>Was kostet das? / Was ist der Preis?</i>	Use of bullet-point prompt word in tag question with article and appropriate intonation: <i>Und der Preis?</i>	<i>Was ist der P<u>r</u>ies?</i> Use of bullet-point prompt word on its own, even if with questioning tone: <i>Preis?</i>
d	<b>Sie simsen – wie oft.</b>	Any appropriate frequency phrase with or without verb. For example: <i>(Ich simse) jeden Tag.</i>	Pronunciation of that causes a delay in communication. For example: <i>Ich <u>s</u>imse jeden Tag.</i>	Use of wrong pronoun lifted from bullet-point. For example: <b>Sie</b> <i>simse</i> jeden Tag.
e	<b>Handys – ein Nachteil.</b>	One disadvantage of mobile phones clearly stated. Verb required. For example: <i>Ein Handy ist sehr teuer.</i>	Pronunciation that causes a delay in communication. For example: <i>Nach<u>t</u>iel.</i>	A positive aspect stated.

<b>HIGHER ROLE PLAY 10</b>				
	<b>Task</b>	<b>2 marks Message conveyed without ambiguity</b>	<b>1 mark Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks No part of the message is conveyed</b>
<b>a</b>	<b>Ein Problem für Schüler heutzutage – was.</b>	One current problem for pupils clearly stated. For example: <i>Wir bekommen zu viele Hausaufgaben.</i>	Pronunciation of that causes a delay in communication. For example: anglicised 'Problem' / 'Schüler' sounds as 'Schule' in OAR.	No actual problem stated. For example: <i>Es gibt heutzutage viele Probleme.</i> A problem for schools, not pupils. For example: <i>Die Schule ist zu klein.</i>
<b>b</b>	<b>Mobbing in deiner Schule (ein Detail).</b>	One detail about bullying clearly stated. For example: <i>Das Mobbing in meiner Schule ist schrecklich.</i> Use of 'viele Mobbing' in OAR. If 'Mobbing' has already been used in Task (a), accept if a different aspect is explained.	No detail about the bullying. For example: <i>Es gibt Mobbing in meiner Schule.</i>	A repeat of the statement about bullying used in Task (a).
<b>c</b>	<b>Eine schlechte Erfahrung letztes Jahr in der Schule (ein Detail).</b>	One detail about a bad experience at school last year. For example: <i>Ich musste nachsitzen.</i>	Present tense used with past time frame. For example: <i>Letztes Jahr muss ich nachsitzen.</i> Auxiliary verb missing in perfect tense. For example: <i>Ich mit meinem Deutschlehrer schlecht ausgekommen.</i>	Wrong tense with no time marker. For example: <i>Ich muss nachsitzen.</i>
<b>d</b>	<b>! Was machst du, wenn du ein Problem mit Hausaufgaben hast?</b>	One activity undertaken when having a problem with homework. For example: <i>Ich spreche mit dem Lehrer./ Mit dem Lehrer sprechen.</i> Action by another person. For example: <i>Meine Mutter hilft mir.</i> <i>Nichts</i> on its own.	Use of past or future tense. For example: <i>Ich habe mit dem Lehrer gesprochen. / Ich werde mit dem Lehrer sprechen.</i>	A problem about homework stated. For example: <i>Ich habe zu viele Hausaufgaben.</i>
<b>e</b>	<b>? Schulstress.</b>	Any appropriate question about stress at school. For example: <i>Hast du Schulstress?</i> Allow incorrect address ( <i>Sie</i> ).	Omission of verb in directed question. For example: <i>Du Schulstress?</i>	Use of bullet-point prompt word on its own, even if with questioning tone: <i>Schulstress?</i>

<b>HIGHER ROLE PLAY 11</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>a</b>	<b>Karten – für was und wann.</b>	Tickets requested for a stadium event, with both type of event and time clearly stated. For example: <i>Ich möchte Karten für das Fußballspiel heute Abend.</i> Polite request using <i>bitte</i> without verb.	One element missing. A non-polite request without a verb. For example: <i>Karten für das Fußballspiel heute Abend.</i> Ticket request for a blatant non-stadium event in OAR. For example: <i>Ich möchte Karten für den Film heute Abend.</i>	Ticket request without stating event or time. For example: <i>Ich möchte Karten.</i>
<b>b</b>	<b>! Für wie viele Erwachsene und für wie viele Kinder?</b>	Number of adult and children's tickets clearly stated. No verb required. For example: <i>(Für) zwei Erwachsene und zwei Kinder.</i> Allow a combination that may be different to the total stated in Task (a)!	Required number of tickets only stated for adults or children, but not both. Singular/plural mix. For example: <i>ein Kinder / zwei Kind.</i>	Number stated with no reference to adults and children.
<b>c</b>	<b>? Ermäßigung für Studenten.</b>	Any appropriate question about reductions for students. For example: <i>Gibt es Ermäßigung für Studenten?</i>	Use of 'der ist' in OAR. For example: <i>Ist der Ermäßigung für Studenten?</i>	Use of bullet-point prompt words on their own even if there is appropriate intonation: <i>Ermäßigung für Studenten?</i>
<b>d</b>	<b>Ihr letzter Besuch im Stadion (zwei Details).</b>	Two details given about a last visit to a stadium. For example: <i>Ich habe letzte Woche ein Spiel gesehen.</i>	Only one detail given. For example: <i>Es war toll.</i> Use of 'Stadium' in OAR.	Wrong tense. For example: <i>Ich besuche das Stadion und es ist toll.</i>
<b>e</b>	<b>Ihre Meinung über Live Sport und warum (ein Detail).</b>	Explained opinion about live sport. For example: <i>Ich liebe Live Sport, weil es spannend ist.</i>	Opinion given without reason. For example: <i>Ich finde Live Sport toll.</i>	<i>Meine Meinung über Live Sport ist gut.</i>

<b>HIGHER ROLE PLAY 12</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>a</b>	<b>Gesundheit der Leute heutzutage.</b>	Clear statement about how healthy people are. For example: <i>Viele Leute sind ungesund./ Die Gesundheit der Leute ist schlecht.</i>	Anglicised attempt at possessive plural: <i>Der Leutes Gesundheit ist schlecht.</i>	Use of noun as adjective: <i>Viele Leute sind Gesundheit.</i> First person statement. For example: <i>Ich bin sehr gesund.</i>
<b>b</b>	<b>Deine Ernährung (zwei Details).</b>	Two details given about candidate's own diet. For example: <i>Ich esse jeden Tag viel Obst.</i>	Only one detail given. For example: <i>Ich esse viel Obst.</i> Use of ' <u>Er</u> nährung' in OAR.	Reference only to diets in general. For example: <i>Eine gesunde Ernährung jeden Tag ist wichtig.</i>
<b>c</b>	<b>Letzte Woche für deine Fitness – eine Aktivität.</b>	One fitness activity undertaken last week. For example: <i>Ich habe Tennis gespielt.</i>	Present tense used with past time frame. For example: <i>Letzte Woche ich spiele Tennis.</i> Auxiliary verb missing in perfect tense. For example: <i>Ich Tennis gespielt.</i>	Wrong tense with no time marker. For example: <i>Ich spiele Tennis.</i> Non-fitness activity. For example: <i>Ich habe ferngesehen.</i>
<b>d</b>	<b>! Was machen deine Freunde, um gesund zu bleiben?</b>	One detail given about what the candidate's friends do to stay healthy. For example: <i>Meine Freunde gehen schwimmen.</i>	Use of singular ' <u>friend</u> '. For example: <i>Mein Freund geht schwimmen.</i>	Non-fitness activity. For example: <i>Meine Freunde rauchen.</i>
<b>e</b>	<b>? Gesünder leben.</b>	Any appropriate question about living more healthily. For example: <i>Willst du gesünder leben? Wie kann man gesünder leben?</i>	Omission of another verb in attempted question with appropriate intonation. For example: <i>Wie gesünder leben?</i>	Use of bullet-point prompt words on their own, even if with questioning tone: <i>Gesünder leben?</i>

<b>HIGHER ROLE PLAY 13</b>				
	<b>Task</b>	<b>2 marks Message conveyed without ambiguity</b>	<b>1 mark Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks No part of the message is conveyed</b>
<b>a</b>	<b>Deine Beziehung zu deiner Familie und warum (ein Detail).</b>	A clear statement about how the candidate gets on with his/her family and why. For example: <i>Ich habe eine gute Beziehung zu meiner Familie, weil sie nett ist / weil sie nett sind.</i> Reference to one family member only.	Omission of reason. Mispronounced 'Beziehung' or anglicised 'Family' in OAR.	Consistently poor pronunciation makes message incomprehensible. For example: <i>Meine Beziehung zu meiner Family ist gut.</i>
<b>b</b>	<b>! Beschreib ein Familienmitglied.</b>	Two descriptive details given about a family member. For example: <i>Mein Bruder ist dick und lustig.</i>	Only one descriptive detail given.	Description of whole family. For example: <i>Meine Familie ist nett und freundlich.</i> Use of only non-descriptive details. For example: <i>Mein Bruder heißt Sam und ist vierzehn.</i>
<b>c</b>	<b>Ein Problem in deiner Familie.</b>	Any kind of problem in the family clearly explained. For example: <i>Mein Bruder ist oft betrunken. / Wir haben nicht viel Geld. / Meine Eltern sind zu streng.</i>	Anglicised 'Problem' or 'Family' in OAR.	Repetition of same negative personal characteristics used in Task (b).
<b>d</b>	<b>Letzte Woche – eine Aktivität mit deiner Familie.</b>	One activity undertaken last week with family members. For example: <i>Ich bin mit meiner Familie (Schwester) ins Kino gegangen. / Wir haben Tennis gespielt.</i>	Present tense used with past time frame. For example: <i>Letzte Woche ich spiele Tennis mit meiner Familie.</i> Auxiliary verb missing in perfect tense. For example: <i>Ich Tennis mit meiner Schwester gespielt.</i>	First person response with no reference to family members. For example: <i>Ich bin ins Kino gegangen.</i> Wrong tense with no time marker. For example: <i>Ich spiele Tennis mit meiner Familie.</i>
<b>e</b>	<b>? Heiraten – wann.</b>	Any appropriate question about marriage and when. For example: <i>Wann willst du heiraten?</i>	No reference to 'when'. For example: <i>Willst du heiraten?</i> Omission of another verb in attempted question with appropriate intonation. For example: <i>Du heiraten wann?</i>	Use of bullet-point prompt words on their own, even if with questioning tone: <i>Heiraten wann? Du heiraten?</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	<b>Ein Ausflug für Sie – wann.</b>	A clear statement about wanting to go on a trip and when. For example: <i>Ich will morgen einen Ausflug machen./ Kann ich nächste Woche auf einen Ausflug gehen?</i>	Omission of time. For example: <i>Ich will einen Ausflug machen.</i> Use of 'Ich möchte' in OAR.	No indication of needing to book a trip. For example: <i>Ich mache einen Ausflug morgen.</i> Use of wrong pronoun lifted from bullet-point. For example: <b>Sie</b> möchten morgen einen Ausflug machen.
b	<b>Wohin und warum.</b>	A future destination and reason clearly stated. For example: <i>(Ich will) zum Strand (gehen), weil das Wetter schön ist.</i>	Omission of reason. No indication of future plan in OAR. For example: <i>Ich gehe zum Strand, weil das Wetter schön ist.</i>	Neither future destination nor reason stated.
c	<b>Ihr Essen für den Tag (zwei Details).</b>	Two details given about eating plans. For example: <i>Ich will Currywurst und Pommes essen. / Ich werde zu Mittag in einem Restaurant essen.</i>	No indication of future eating plan. For example: <i>Ich esse Pizza in einem Restaurant.</i>	Use of wrong possessive pronoun lifted from bullet-point. For example: <b>Ihr</b> Essen ist Wurst und Pommes.
d	<b>? zurückkommen.</b>	Any appropriate question about coming back. For example: <i>Wann kommen wir zurück?</i>	<i>Wann zurückkommen wir?</i> Omission of another verb in attempted question with appropriate intonation. For example: <i>Wann zurückkommen?</i>	Use of bullet-point prompt word on its own, even if with questioning tone: <i>Zurückkommen?</i>
e	<b>! Wie oft kommen Sie nach Deutschland? Wo ist hier Ihr Lieblingsort?</b>	Both questions appropriately answered. No verb required. For example: <i>Jeden Sommer. Berlin.</i>	Only one question successfully answered. Use of English place name or vey anglicised version in OAR. For example: <i>Munich. / Berlin.</i>	Use of wrong pronouns lifted from question. For example: <b>Sie</b> kommen jeden Sommer. <b>Ihr</b> Lieblingsort ist Berlin.

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	<b>Mit der Arbeit beginnen – wann.</b>	Future start time for working clearly stated. Verb not required. For example: <i>(Ich möchte) im Sommer (mit der Arbeit beginnen)</i> . Accept use of clock time. For example: <i>8 Uhr</i> .	Use of ' <i>Ich möchte</i> ' in OAR. Use of present tense. For example: <i>Ich arbeite / beginne im Sommer</i> .	No time stated. For example: <i>Ich möchte mit der Arbeit beginnen</i> . Use of past tense: <i>Ich habe im Sommer gearbeitet</i> .
b	<b>Warum bei dieser Firma arbeiten (ein Detail).</b>	Clear reason given for wanting to work for the company. For example: <i>(Ich will bei dieser Firma arbeiten), weil ich Deutsch spreche</i> .	Mispronounced ' <i>bie</i> ' or ' <i>Firma</i> ' in OAR.	No appropriate reason given.
c	<b>! Wenn Sie den Job bekommen, wo werden Sie wohnen?</b>	Future residence clearly stated. No verb required. For example: <i>Bei meinem Freund. / In einem Hotel</i> . Accept any place of residence, even if outside Germany.	Use of present tense: <i>Ich wohne in einem Hotel</i> .	No mention of a place of residence.
d	<b>Ihr letzter Job (zwei Details).</b>	Two details clearly given about candidate's last job. For example: <i>Ich habe letztes Jahr in einem Café gearbeitet. / Mein letzter Job war in einem Geschäft. Es war langweilig</i> .	Only one detail given. Pronunciation of ' <i>Job</i> ' as ' <i>Yob</i> ' in OAR. Present tense used with past time frame. For example: <i>Letztes Jahr ich arbeite in einem Café</i> . Auxiliary verb missing in perfect tense. For example: <i>Ich gearbeitet in einem Café (und es war langweilig)</i> .	Type of mistakes make any message incomprehensible. For example: <i>Mein letzter Yob was langweilig</i> .
e	<b>? Lohn.</b>	Any appropriate question about the wage. For example: <i>Wie ist der Lohn? Wie viel verdiene ich?</i>	<u>Was</u> ist der Lohn? Use of article in tag question with appropriate intonation but no verb. For example: <i>(Und) der Lohn?</i>	Use of bullet-point prompt word on its own, even if with questioning tone: <i>Lohn?</i>

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	<b>Diese Wohnung – warum (ein Detail).</b>	One reason for wanting the flat clearly stated. For example: <i>(Ich will diese Wohnung), weil das Schlafzimmer so groß ist. / Die Küche ist modern.</i>	Mispronounced 'deise' in OAR.	Opinion given but no reason. For example: <i>Ich mag die Wohnung.</i>
b	<b>In die Wohnung umziehen – wann.</b>	Future time for moving in clearly stated. Verb required. For example: <i>Ich werde nächste Woche (in die Wohnung) umziehen.</i>	Mispronounced 'umzeihen' in OAR.	No future time stated. For example: <i>Ich werde in die Wohnung umziehen.</i>
c	<b>Ein Problem mit der Wohnung.</b>	Any accommodation-related problem. For example: <i>Das Wohnzimmer ist zu Klein. / Es gibt keine Geschäfte in der Nähe.</i>	Anglicised 'Problem' in OAR.	No negative aspect stated.
d	<b>? Die Miete.</b>	Any appropriate question about the rent. For example: <i>Wie viel ist, kostet die Miete? / Wann muss ich die Miete zahlen?</i>	<u>Was</u> ist die Miete? <u>Und</u> die Miete? with clear questioning intonation.	Mispronounced 'Meite' in OAR. Use of bullet-point prompt words on their own, even if with questioning tone of voice: <i>Die Miete?</i>
e	<b>! Wie verdienen Sie Ihr Geld hier in Österreich?</b>	Any money-acquiring activity. For example: <i>Ich habe einen Job. / Ich arbeite in einem Café. / Ich bekomme Geld von meinen Eltern.</i>	No verb used. For example: <i>Ein Job. / Mit einem Job. / In einem Café.</i>	Wrong response, misunderstanding the question. For example: <i>Ich verdiene viel Geld. / Das Geld ist sehr gut.</i>

<b>HIGHER ROLE PLAY 17</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>a</b>	<b>Deine Meinung über Dokumentarsendungen und warum (ein Detail).</b>	Opinion about documentaries clearly given and explained. For example: <i>Ich mag Dokumentarsendungen, weil sie lehrreich sind.</i>	Opinion given but no reason. For example: <i>Ich finde Dokumentarsendungen lehrreich.</i>	<i>Meine Meinung über Dokumentarsendungen ist gut.</i>
<b>b</b>	<b>Fernsehen gestern Abend (zwei Details).</b>	Two details given about yesterday evening's TV. For example: <i>Ich habe eienn tollen Krimi gesehen.</i>	Only one detail given. Present tense used with past time frame. For example: <i>Gestern Abend sehe ich einen (tollen) Krimi.</i> Auxiliary verb missing in perfect tense. For example: <i>Ich gesehen ein (tolles) Krimi.</i>	Wrong tense and no past time frame. For example: <i>Ich sehe einen tollen Krimi.</i>
<b>c</b>	<b>! Wie viel Fernsehen ist gut für Kinder?</b>	Any amount clearly stated. No verb required. For example: <i>Eine Stunde pro Tag. / Nicht zu viel.</i>	Mispronunciation ' <u>vor</u> Kinder' in OAR.	Wrong response, misunderstanding the question. For example: <i>Kindersendungen sind gut.</i>
<b>d</b>	<b>Kino – ein Nachteil.</b>	One disadvantage of the cinema clearly stated. For example: <i>Der Eintritt ist zu teuer. / Es gibt zu viele Leute.</i>	Use of 'der ist' in OAR. For example: <i>Der ist so viele Leute.</i> Mispronounced 'Nachtie!' in OAR.	A positive aspect of cinema stated.
<b>e</b>	<b>? Filme.</b>	Any appropriate question about films. For example: <i>Wie oft siehst du Filme? / Was ist dein Lieblingsfilm?</i> Allow incorrect address ( <i>Sie/ Ihr</i> ).	Singular/plural mix. For example: <i>Was ist dein Lieblingsfilme?</i>	Use of bullet-point prompt word on its own in undirected question: <i>Filme?</i> Use of additional question word but no verb or pronoun. For example: <i>Was für Filme?</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	<b>Die Schule – wie wichtig und warum (ein Detail).</b>	The degree of importance of school clearly stated with a reason. For example: <i>Die Schule ist <b>sehr</b> wichtig, weil man viel lernt.</i>	No reason given in OAR. Reason given but importance not qualified. For example: <i>Die Schule ist wichtig, weil man viel lernt.</i>	No qualified importance or reason. For example: <i>Die Schule ist wichtig.</i>
b	<b>Dein letztes Schulzeugnis (ein Detail).</b>	One detail about last school report clearly stated. For example: <i>Mein (letztes) Schulzeugnis war gut. / Ich hatte gute Noten.</i>	Present tense verb with past time frame. For example: <i>Mein letztes Schulzeugnis ist gut.</i>	Present tense verb and no past time frame. For example: <i>Mein Schulzeugnis ist gut.</i>
c	<b>! Was kannst du machen, um bessere Noten zu bekommen?</b>	One way of improving grades clearly stated. Verb not essential. For example: <i>(Ich muss) mehr Hausaufgaben (machen).</i>	First person present tense statement with no modal. For example: <i>Ich mache Hausaufgaben.</i>	Use of wrong pronoun lifted from question. For example: <b>Du</b> kannst mehr Hausaufgaben machen.
d	<b>Dein Lieblingslehrer / deine Lieblingslehrerin – warum (zwei Details).</b>	Two reasons clearly given for a teacher being a favourite one. For example: <i>(Mein Lieblingslehrer ist) Herr Özil/mein Deutschlehrer, weil er nett und fleißig ist.</i> Gender mix in OAR. For example: <i>Mein Lieblingslehrer ist Frau Merkel, weil sie klug und freundlich ist.</i>	Only one reason given. For example: <i>Mein Lieblingslehrer ist Herr Müller, weil er freundlich ist.</i>	Use of wrong possessive pronoun lifted from question. For example: <b>Dein</b> Lieblingslehrer .....
e	<b>? Sitzen bleiben.</b>	Any appropriate question about repeating the school year. For example: <i>Musst du sitzen bleiben? / Wie findest du sitzen bleiben?</i> Allow incorrect address (Sie).	Mispronounced ' <b>blieben</b> ' in OAR. Use of pronoun with questioning intonation but no verb. For example: <i>Du sitzen bleiben?</i>	Use of bullet-point prompt words on their own in undirected question: <i>Sitzen bleiben?</i>

**GCSE German Symbols for annotating Speaking Score Sheet  
Photo Card and General Conversation**  
NB For the Photo Card, don't use these symbols: + ¿ S ^

<b>Communication</b>	
✓	A clear piece of information in the form of a phrase or sentence with a verb
-	A clear piece of information with no verb
+	An enhancement, eg a more complex structure or unusual vocabulary item
●	<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
<b>Opinions and Justification</b>	
Op	An opinion without a verb
⓪p	An opinion with a verb
J	Justification of an opinion without a verb
ⓐ	Justification of an opinion with a verb
<b>Questions</b>	
¿	A question asked by the student without a verb
⓪	A question asked by the student with a verb
<b>Accuracy</b>	
A	A minor inaccuracy, eg incorrect gender/adjectival agreement/word order, which does not affect communication
ⓐ	A more serious inaccuracy, usually a problem with a verb (wrong tense/person), which prevents communication
<b>Delivery</b>	
S	A statement which lacks fluency but which is clearly a spontaneous response rather than mere hesitation through lack of linguistic capability
ⓐ	A statement which is clearly both spontaneous and fluent.
P	A minor mispronunciation, which doesn't hinder communication
ⓐ	A more serious mispronunciation which would make comprehension difficult
^	A hesitation
^^	A longer hesitation

# GCSE GERMAN

<b>Centre Number</b>						<b>Candidate number and name</b>
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## Role Play

Task	Annotation	Comm mark
1		
2		
3		
4		
5		

## Photo Card

Task	Communication
1	
2	
3	
4	
5	

Comm:  plus KUL:

Photo Card mark:

RP  
Total:

## General conversation

Nominated Theme Time:	Second Theme Time:	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					

Comm	Range & Acc	Pron & Int	Spon & Flu	Total

Total mark for Speaking Test:

Examiner Name: