
GCSE
GERMAN
8668/SH

Paper 2 Speaking Higher

Mark scheme including Guidance for Role-plays

June 2022

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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.

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Speaking Tests –Higher tier

Part One Mark Scheme

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 – 2 minutes approximately (15 marks)

Part 2 Discussion of photo card –3 minutes at Higher tier (15 marks)

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

Total marks at 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 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 2 on p16) 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 Higher tier 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.

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 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 Higher tier is three minutes and marking will stop at this point. However, if the teacher-examiner has started to ask a question on 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

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.

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.**

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 and –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 in German. 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 – 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 2 – 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	Comm + KUL
1			<input type="text"/>
2			<input type="text"/>
3			
4			
5			
			Total:

Task	Communication	Time:
1		
2		
3		
4		
5		
		Total:

General conversation

Nominated Theme №:	Second Theme №:	Range of structure	Verb usage
		inversion	modal
			separable
		adverbial conjunction	reflexive
		subordinate clause	perfect
			imperfect
		relative clause	pluperfect
		comparative /superlative	future
			imm future
infinitive phrase	conditional		
object pronoun	<i>Ich möchte</i>		
	subjunctive		
Time	Time	others	

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 3 – 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.
⓪S	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 4 – 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 or gerund.
-	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. The message may be wrong, for example if the wrong person of the verb is used.
Opinions and Justifications	
Op	An opinion without a verb.
⓪	An opinion with a verb. This may be a conjugated verb or an appropriately used infinitive or gerund.
J	Justification of an opinion without a verb.
ⓐ	Justification of an opinion with a verb. This may be a conjugated verb or an appropriately used infinitive or gerund.

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	<ul style="list-style-type: none"> • all 5 questions answered clearly • minimum 3 of ✓ 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • minimum 3 questions answered which are understandable
1–3	<ul style="list-style-type: none"> • 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).
- Three answers have three ✓s (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 three answers have three ✓s (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	✓ ✓ Op J
3	✓ ✓
4	✓ Op ?
5	✓ ✓ ✓

Photo card mark:

12

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

- At least four questions are answered. All of them contain clear information, although there are also two occasions where there is a lack of clarity.
- The requirements for development of answers are exceeded as there are three ✓s in two answers (with Op counting instead of a ✓ in the second answer).
- There is more than one opinion.
- There is one justification.

Although five questions contain clear information, a mark in the 13–15 band cannot be given as there are not three ticks in three answers. However, we can award a mark of 12 because the criteria for the 10–12 band are exceeded. For this band, four answers need to contain clear information, when in fact all five do. Two of the answers need to contain at least two clear clauses (shown by ✓s or Op or J when all five do. There are two occasions where there is some lack of clarity, but this is not enough to prevent a mark of 12.

Example 4

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 5

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 received.

Example 6

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 part of a response which cannot be understood on one occasion.
- One answer is developed with two ✓s.
- There is one opinion.

There is one occasion where the information put forward cannot be understood, 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 7

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

Photo card mark:

9

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

- There are understandable answers to three questions.
- At least one answer is developed with two ✓s.
- There is at least one opinion.

There are two ✓s (or valid substitutes) in three responses whilst the responses to the other two questions contain some information but this is exclusively unclear, denoted by the use of the symbol. ? Therefore, only the responses to three questions contain clear information. The criteria for the 7–9 band are exceeded and so a mark at the top of the band is awarded.

Example 8

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 have understandable answers.
- One answer is developed with two ✓s.
- There is one opinion.

There is one answer which is incomprehensible and one where an incorrect answer is given. Of the three valid responses, the last question is answered very briefly without a verb so a mark at the bottom of the 7–9 band is appropriate.

Example 9

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 three answers that are given correctly, the replies are short and so the mid-mark in the band is awarded.

Example 10

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 11

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 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. eg: <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'. eg: <i>Ich gern Fußball.</i>	1 mark
8	No inversion of subject and verb. eg: <i>Jeden Tag ich esse Pommes.</i>	2 marks
9	Incorrect word order with modal verbs. eg: <i>Ich muss mache(n) meine Hausaufgaben.</i>	2 marks
10	Present tense used with past time marker. eg: <i>Letztes Jahr spiele ich Tennis.</i>	1 mark
11	Wrong tense used with no correct time marker. eg: <i>Wohin bist du in den Urlaub gefahren? - Ich fahre nach Spanien.</i>	1 mark
12	Use of future tense with past participle. eg: <i>Ich werde Tennis gespielt.</i>	1 mark
13	No auxiliary verb used in past tense. eg: <i>Ich Fußball gespielt.</i>	1 mark
14	Wrong auxiliary verb used in past tense. eg: <i>Ich habe ins Kino gegangen./Ich bin Pommes gegessen.</i> NB 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. eg: • 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> NB KUL consideration.	2 marks

19	<p>Pronoun or possessive used in a task is lifted and used in candidate response when only one detail is required. eg:</p> <ul style="list-style-type: none"> • Deine Schule (ein Detail). → <i>Deine Schule ist groß.</i> 	0 marks
20	<p>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). eg:</p> <ul style="list-style-type: none"> • Deine Schule (zwei Details). <input type="checkbox"/><input type="checkbox"/> <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

Appendix 6 – Photo card – General Principles

Here are some common-type responses. In order to ensure a standard approach, see the third column for the symbol to use when annotating the SSS (Speaking score sheet). This cannot be an exhaustive list because of the wide variety of answers given by candidates. Refer to page 17 of this mark scheme for an explanation of the symbols.

NB OAR = otherwise appropriate response

	Response	Symbol
1	A clear piece of information using a verb. [See mark scheme, page 17.]	✓ (Op) (J)
2	A comment about the photo rather than the content of the photo. eg: - <i>Ich mag das Foto, weil es schön ist.</i>	W
3	Use of an invented present continuous tense. eg: - <i>Der Mann ist spielen Fußball.</i>	? ✓
4	Use of 'Der ist ...' or 'Es ist ...' instead of 'Es gibt ...' in OAR.	? ✓
5	Incorrect tense, with or without time marker. eg: - <i>Was hast du gestern gemacht?</i> - <i>Ich spiele Fußball.</i>	? ✓
6	No auxiliary verb is used in the perfect tense. eg: - <i>Ich gegessen Pommes.</i>	? ✓
7	When a future time frame question is asked, accept all answers that successfully reference the future. eg: - <i>Was wirst du nächstes Jahr machen?</i> - <i>Ich möchte Deutsch lernen.</i> - <i>Was willst du heute Abend machen?</i> - <i>Ich werde Hausaufgaben machen.</i>	(Op) ✓
8	Statements of future desire are credited as opinions. eg: - <i>Ich möchte ins Kino gehen.</i> - <i>Ich will Fußball spielen.</i>	(Op)
9	Use of a future time frame with past participle. eg: - <i>Ich werde ein Buch gelesen.</i>	? ✓
10	The use of indefinite article with a plural noun. eg: - <i>Es gibt eine Frauen.</i>	? ✓
11	The use of a plural number with a singular noun. eg: - <i>Es gibt zwei Frau.</i>	✓
12	Incorrect pronoun (maybe taken from the question). eg: - <i>Was gibt es in deiner Stadt?</i> - <i>In deiner Stadt gibt es ein Kino.</i>	?
13	Incorrect pronoun, but other information given in a separate clause. eg: - <i>Was gibt es in deiner Stadt?</i> - <i>In deiner Stadt gibt es ein Kino und es ist modern.</i> [Credit is given for the second part of the answer.]	? ✓

Appendix 7 – 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 wording	Allow	Reject
1	Wirst du ...?	Must remain as a definite future question.	Möchtest du ...? Willst du ...?
2	Willst du ...?	Möchtest du ...?	Wirst du ...? Must retain 'desire' element as opposed to 'definite plan'.
3	Wie findest du ...?	Was denkst du über ...	Magst du ...?
4	Was lernst du gern in der Schule?	Was magst du in der Schule lernen?	Was magst du in der Schule?
5	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.
6	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.
7	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.
8	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.
9	Mit wem ...	Mit welcher Person ...	
10	Was für ...	Welche ...	Was ...

GCSE German Speaking Higher – Part Two Mark Scheme
Section 1: Role-plays – specific 2022 mark schemes

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
1	Deine Pläne für Fernsehen heute Abend (zwei Details).	Two details about planned TV viewing clearly conveyed. For example: <i>Ich werde mit meiner Mutter einen Krimi sehen.</i> Accept use of present tense to indicate immediate future.	GP1: Only one detail given. GP12: Use of future tense with past participle. For example: <i>Ich werde eine lange Sportsendung gesehen.</i> Unsounded Umlaut ' <i>Plane</i> ' or even pronounced as English 'plane' in OAR. GP20: Use of wrong possessive ' <i>deine</i> ' invalidates only one part of response.	GP19: Use of possessive ' <i>deine</i> ' lifted from bullet-point and only one plan stated.
2	! Wo siehst du normalerweise fern? Wann siehst du fern?	Both questions clearly answered. No verb required. For example: <i>Im Schlafzimmer. Am Abend.</i>	Only one question answered. Use of ' <i>Bettzimmer</i> ' in OAR.	Both questions unanswered.
3	Deine Meinung über Krimis und warum (ein Detail).	One explained opinion about thrillers clearly conveyed. For example: <i>Ich mag Krimis, weil sie spannend sind.</i>	GP2: No reason conveyed. GP20: Use of wrong possessive ' <i>deine</i> ' invalidates only one part of response.	No opinion or reason.
4	? Seifenopern.	Any clear question about the soap operas. For example: <i>Wie findest du Seifenopern?/Hast du Seifenopern?</i>	Mispronounced ' <i>Seifenopern</i> ' in OAR. GP17: No verb but use of additional language and intonation: <i>Und Seifenopern?</i>	Request for definition: <i>Was sind Seifenopern?</i> GP16: Use of bullet-point on its own in undirected question: <i>Seifenopern?</i>
5	Fernsehen – ein negativer Aspekt.	One negative aspect of TV clearly stated. For example: <i>(Ein negativer Aspekt von Fernsehen ist) es kann süchtig sein./Es ist langweilig.</i>	Misleading preposition in OAR: <i>Ein negativer Aspekt <u>auf</u> Fernsehen ist ...</i>	No negative aspect stated. For example: <i>Ich hasse Fernsehen./Es ist nicht gut.</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
1	Einen Imbiss für Sie (zwei Details).	A clear order for a snack including two details. For example: <i>Ich möchte Currywurst und Pommes.</i> GP3 Accept no verb with polite form: <i>Bockwurst mit Senf <u>bitte</u>.</i> Accept combination of food and drink.	Only one item ordered. GP4: <i>Ich <u>möchte</u> Hähnchen und eine Cola.</i> <i>Ich möchte einen Imbiss.</i> Attempt at a request without verb or 'please': <i>Pizza und Cola.</i> GP20: Use of wrong pronoun 'Sie' invalidates only one part of response.	GP19: Use of wrong pronoun 'Sie' lifted from bullet-point and only one item ordered. No indication of request: <i>Ich esse Wurst und Ketchup.</i>
2	! Wie ist Ihre Meinung über die Preise hier?	One opinion about the prices clearly stated. No verb required. For example: <i>(Die Preise/Sie sind) billig.</i>		No opinion given.
3	Ein Problem mit dem Essen.	One food-related problem clearly stated. For example: <i>Das Essen ist/war nicht gut. / Die Pommes sind/ist kalt.</i>	Anglicised 'Problem' in OAR.	No specific problem stated. For example:
4	Ihr letzter Besuch im Café (ein Detail).	One detail about the candidate's last visit to a café clearly conveyed. For example: <i>Es war letzte Woche. / Ich habe Kuchen gegessen.</i>	GP10/11: Present tense used with or without past time marker. GP13: No auxiliary verb used in past tense.	GP19: Use of possessive 'Ihr' lifted from bullet-point.
5	? Englisches Essen.	Any clear question about English food. For example: <i>Haben Sie/Wie finden Sie englisches Essen?</i> Considered anglicised 'englisches' under KUL.	GP17: No verb but use of additional language and intonation: <i>Und englisches Essen?</i>	Request for definition: <i>Was ist englisches Essen?</i> GP16: Use of bullet-point on its own in undirected question: <i>Englisches Essen?</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
1	Ein Sport-Event für Sie – was und wann.	Clear request to <u>attend</u> a named sporting event and a time. For example: <i>Ich möchte nächste Woche ein Fußballspiel <u>sehen</u>.</i> Consider anglicised 'Fuß <u>ball</u> ' under KUL.	Only one element conveyed. Omission of 'attending': <i>Ich möchte ein Fußballspiel am Samstag.</i> GP4: <i>Ich <u>m</u>öchte ein Tennisspiel sehen.</i>	<i>Ich möchte Tennis.</i> Use of past tense. GP19: Use of pronoun 'Sie' lifted from bullet-point and only one element covered.
2	Ihr Alter und Ihre Nationalität.	Age and nationality clearly stated. Verb not required. For example: <i>(Ich bin) Engländer und sechzehn.</i> Accept use of (anglicised) ' <i>Ich bin englisch</i> '. Consider ' <i>Nationalität</i> ' under KUL.	Only one element conveyed. GP20: Use of wrong possessive ' <i>Ihr(e)</i> ' invalidates only one part of response.	GP19: Use of possessive ' <i>Ihre</i> ' lifted from bullet-point and used with both age and nationality.
3	! Warum möchten Sie Live-Sport hier in Deutschland sehen?	One reason for watching live sport clearly communicated. Verb required. For example: <i>Es ist interessant.</i>		No reason given.
4	Ihr letzter Besuch im Stadion (zwei Details).	Two details about the candidate's last stadium visit clearly conveyed. For example: <i>Ich habe letzte Woche ein Fußballspiel gesehen.</i>	GP10/11: Present tense used with or without past time marker. GP13: No auxiliary verb used in past tense.	GP19: Use of possessive ' <i>Ihr</i> ' lifted from bullet-point and only one detail stated.
5	? Transport zum Event.	Any clear question about getting to the event. For example: <i>Gibt es Transport zum Event?/Wie komme ich zum Event?</i> Considered anglicised ' <i>Transport</i> ' under KUL.	GP17: No verb but use of additional language and intonation: <i>Und Transport zum Event?</i>	GP16: Use of bullet-point on its own in undirected question: <i>Transport zum Event?</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
1	Ihre Fahrt nach Deutschland – wann.	A time for a future trip to Germany clearly stated. For example: <i>Ich werde im Sommer nach Deutschland kommen./Meine Fahrt nach/zur/in Deutschland ist nächste Woche.</i>	Intention to visit Germany stated but no time given. GP12: Use of future tense with past participle. For example: <i>Ich möchte morgen nach Deutschland gefahren.</i>	A future time stated in isolation.
2	! Und warum kommen Sie nach Deutschland?	A reason for visiting Germany clearly stated. For example: <i>Ich arbeite./Es ist schön.</i>		No reason given.
3	Ein Hotel für Sie (zwei Details).	Give two clear details provided. For example: <i>Ich möchte in einem modernen Hotel in der Stadt wohnen./ Das Hotel ist groß und modern.</i> GP3: Accept no verb with polite form: <i>Ein Einzelzimmer für zwei Nächte bitte.</i>	Only one detail given. GP4: <i>Ich möchte</i> in OAR.	GP19: Use of pronoun 'Sie' lifted from bullet-point and only one detail given.
4	? Auto mieten.	Any clear question about hiring a car. For example: <i>(Wo) Kann man ein Auto mieten?</i>	Mispronounced 'meiten' in OAR. Mispronounced 'Orto' in OAR. GP17: No verb but use of additional language and intonation: <i>Ein Auto mieten?</i>	GP16: Use of bullet-point on its own in undirected question: <i>Auto mieten?</i>
5	Ihr letzter Besuch in Deutschland (ein Detail).	One detail about the candidate's last visit to Germany clearly conveyed. For example: <i>Ich habe Currywurst gegessen./(Es war) toll!</i>	GP10/11: Present tense used with or without past time marker. GP13: No auxiliary verb used in past tense.	GP19: Use of possessive 'Ihr' lifted from bullet-point.

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
1	Zwei Umweltprobleme in deinem Land.	Two environmental problems clearly stated. For example: <i>Es gibt Luftverschmutzung und zu viel Müll.</i>	Only one environmental problem stated.	GP19: Use of possessive 'deinem' lifted from bullet-point and only one detail given.
2	! Und warum fahren so viele Leute mit dem Auto?	One reason for car travel clearly stated. For example: <i>Es ist schnell.</i>		No reason given.
3	Deine Meinung über Umweltproteste und warum (ein Detail).	One explained opinion about environmental protests clearly conveyed. For example: <i>Ich finde Umweltproteste gut, weil sie wichtig sind.</i>	GP2: No reason conveyed. Do not accept 'Es ist gut'. GP20: Use of wrong possessive 'deine' invalidates only one part of response.	No opinion or reason.
4	Eine umweltfreundliche Aktivität in letzter Zeit.	One recent eco-friendly activity clearly stated. For example: <i>Ich habe Flaschen recycelt.</i> Consider 'Aktivität' under KUL.	GP10/11: Present tense used with or without past time marker.	Use of future tense.
5	? Umweltschutz in Deutschland.	Any clear question about environmental protection in Germany. For example: <i>Wie findest du Umweltschutz in Deutschland?</i>	GP17: No verb but use of additional language and intonation: <i>Und Umweltschutz in Deutschland?</i>	GP16: Use of bullet-point on its own in undirected question: <i>Umweltschutz in Deutschland?</i>

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
1	Die Obdachlosen in deiner Stadt (ein Detail).	One detail about homeless people clearly stated. For example: <i>Die Obdachlosen (in meiner Stadt) sind/ist hungrig.</i>		GP19: Use of possessive 'deiner' lifted from bullet-point.
2	Deine Meinung über Geld spenden und warum (ein Detail).	One opinion about donating money clearly explained. For example: <i>Ich spende gern Geld, weil es wichtig ist.</i>	GP2: No reason conveyed. GP20: Use of wrong possessive 'deine' invalidates only one part of response.	No opinion or reason.
3	Deine Pläne für freiwillige Arbeit (ein Detail).	One plan for voluntary work clearly conveyed. For example: <i>Ich werde im Altenheim arbeiten.</i>	GP12: Use of future tense with past participle. For example: <i>Ich werde in einer Suppenküche geholfen.</i> Unsounded Umlaut 'Plane' or even pronounced as English 'plane' in OAR. Mispronounced 'frie <u>w</u> illig' in OAR.	GP19: Use of possessive 'deine' lifted from bullet-point.
4	! Warum ist ein Job gut für Teenager?	One reason why a job for teenagers is good clearly stated. For example: <i>Man kann Geld verdienen.</i>		<i>Ein Job gut (für Teenager) ist in einem Supermarkt.</i>
5	? Soziale Probleme.	Any clear question about social problems. For example: <i>Wie findest du soziale Probleme?/Gibt es soziale Probleme (in deiner Stadt)?</i>	Anglicised 'soziale' in OAR. GP17: No verb but use of additional language and intonation: <i>Und soziale Probleme?</i>	GP16: Use of bullet-point on its own in undirected question: <i>Soziale Probleme?</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
1	Deutschstunden für Sie – wie viele.	Clear request for a specified number of German lessons. For example: <i>Ich möchte zehn Deutschstunden.</i> GP3 Accept no verb with polite form: <i>Zehn Deutschstunden <u>bitte</u>.</i>	Attempt at a request without verb or 'please': <i>Zehn Deutschstunden.</i>	<i>Ich habe zehn Stunden.</i> Use of past tense. GP19: Use of wrong pronoun 'Sie' lifted from bullet-point.
2	! Seit wann lernen Sie Deutsch?	Amount of time that the candidate has been learning German clearly stated. No verb required. For example: <i>(Ich lerne Deutsch) seit vier Jahren.</i> Accept: <i>'(für) vier Jahre'</i> .		Clearly enunciated 'vor'. For example: <i>Vor drei Jahren.</i>
3	Deutsch lernen letztes Jahr (zwei Details).	Two details about learning German last year clearly conveyed. For example: <i>Ich habe Deutsch in der Schule gelernt und es war toll.</i>	Only one detail stated. GP10/11: Present tense used with or without past time marker. GP13: No auxiliary verb used in past tense.	Use of future tense.
4	Deutsch sprechen – wie wichtig und warum (ein Detail).	The importance of speaking German clearly stated. No need to qualify the importance. For example: <i>Deutsch sprechen ist (sehr) wichtig, um in Deutschland zu arbeiten.</i>	GP2: No reason conveyed.	No opinion or reason.
5	? Deutschklassen.	Any clear question about German classes. For example: <i>Wie findest du Deutschklassen?/Wie lang(e) sind die Deutschklassen?</i>	GP17: No verb but use of additional language and intonation: <i>Und (die) Deutschklassen?</i>	Request for definition: <i>Was sind/ist Deutschklassen?</i> GP16: Use of bullet-point on its own in undirected question: <i>Deutschklassen?</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
1	Du in dieser Schule – seit wann.	Candidate clearly states the amount of time he/she has been at the current school. No verb required. (<i>Ich bin</i>) (<i>seit</i>) <i>fünf Jahren</i> (<i>in dieser/der Schule</i>). Accept: '(für) fünf Jahre'.		Clearly enunciated 'vor'. For example: <i>Vor fünf Jahren</i> .
2	Dein erster Tag in dieser Schule (ein Detail).	One detail about the candidate's first day at the current school clearly stated. For example: <i>Mein erster Tag in dieser/der Schule war gut</i> .	No verb used. For example: <i>Langweilig</i> . Anglicised 'w' in ' <u>war</u> ' or pronounced ' <u>wor</u> '. Mispronounced ' <u>deiser</u> ' in OAR. GP10/11: Present tense used with or without past time marker.	<i>Mein erster Tag <u>was</u> gut</i> . GP19: Use of possessive ' <i>dein</i> ' lifted from bullet-point.
3	Eine Schuluniform – zwei negative Aspekte.	Two negative aspects of a school uniform clearly stated. For example: <i>Eine Schuluniform ist teuer und unpraktisch</i> . Consider anglicised ' <u>Uniform</u> ' under KUL.	Only one negative aspect stated.	No negative aspects stated. <i>Es ist nicht gut</i> .
4	? Kleidung in der Schule.	Any clear question about school clothes. For example: <i>Wie findest du (die/deine) Kleidung in der Schule?/Was trägst du in der Schule?/ Was ist/sind die Kleidung in deiner Schule?</i>	Mispronounced ' <u>Kliedung</u> ' in OAR. GP17: No verb but use of additional language and intonation: <i>Deine Kleidung in der Schule?</i>	Request for definition: <i>Was ist Kleidung in der Schule?</i> GP16: Use of bullet-point on its own in undirected question: <i>Kleidung in der Schule?</i>
5	! Was machst du normalerweise während der Mittagspause?	One routine break time activity clearly stated. For example: <i>Ich esse./Ich mache Hausaufgaben</i> . Consider ' <u>wahrend</u> ' in OAR under KUL.	Use of past or future tense.	No activity stated.

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
1	Die beste Naturwissenschaft und warum (ein Detail).	The best science clearly stated and the reason explained. For example: <i>(Die beste Naturwissenschaft(en) ist) Physik, weil es interessant ist.</i> Accept one pronunciation error in a science subject eg ' <i>Bjologie</i> ' / ' <i>Biologie</i> '	' <i>Biologie</i> ' (two pronunciation errors) in OAR. GP2: No reason conveyed. Completely English rendering of biology in OAR.	No opinion or reason.
2	! Was ist ein positiver Aspekt von Mathe lernen?	One positive aspect of learning maths clearly conveyed. For example: <i>Der Lehrer ist gut. / Es ist interessant.</i>		
3	Zwei Aktivitäten in der letzten Englischstunde.	Two activities in the last English lesson clearly stated. For example: <i>Ich habe/Wir haben (ein Buch) gelesen und (eine Klassenarbeit) geschrieben.</i> Consider ' <i>Aktivitäten</i> ' under KUL.	Only one activity stated. GP10/11: Present tense used with or without past time marker.	Use of future tense.
4	Hausaufgaben – wie wichtig.	The importance of homework clearly stated. For example: <i>Hausaufgaben sind/ist (sehr) wichtig.</i>		No reference to importance.
5	? Direktor.	Any clear question about a headteacher. For example: <i>Wie findest du (den/deinen) Direktor?/Hast du (einen) Direktor?</i>	Clearly anglicised ' <i>Direkter/or</i> ' GP17: No verb but use of additional language and intonation: <i>Dein Direktor?</i>	Request for definition: <i>Was ist (ein) Direktor?</i> GP16: Use of bullet-point on its own in undirected question: <i>Direktor?</i>

Section 2: Photo cards – specific 2022 guidance

	Allow	Reject
CARD J		
Task 2	<i>Was sind die Vorteile (Vor-) oder Nachteile von einem Fast-Food-Restaurant?</i>	
Task 3		Omission of 'noch'.
CARD K		
Task 4		Use of 'getroffen' instead of 'kennengelernt'.
CARD L		
Task 4	Use of 'Mannschaft' instead of 'Team'.	
CARD M		
Task 2	<i>Was sind die Nachteile von Fliegen?</i>	
Task 3	Use of 'Fahrt' instead of 'Reise'.	
Task 4	Use of 'Reise' instead of 'Fahrt'.	
Task 5	Use of 'Wagen' instead of 'Auto'.	
CARD N		
Task 2	Use of 'Region'/'Umgebung' instead of 'Gegend'.	Use of 'Stadt' instead of 'Gegend'.
Task 3		Use of 'Plätze' instead of 'Orte'.
Task 4	Use of 'Jugendliche' instead of 'junge Leute'.	Use of 'Teenager' instead of 'junge Leute'.
CARD O		
Task 2	<i>Was sind die Vorteile von einem Fitness-Zentrum?</i>	
Task 3	<i>Bist du in letzter Zeit aktiv gewesen?</i>	
Task 5		Use of 'Fitness' instead of 'Gesundheit'.
CARD P		
Task 2	Use of 'nicht gut' instead of 'schlecht'.	
Task 4	<i>Was sind die Vorteile von Deutsch lernen?</i>	
CARD Q		
Task 2	Use of 'laufen' instead of 'zu Fuß gehen'.	
CARD R		
Task 2	Use of 'draußen' instead of 'im Freien'.	
Task 3	<i>Was sind die Nachteile von einem Teilzeitjob?</i>	Use of 'Nebenjob' instead of 'Teilzeitjob'.
Task 4		Use of 'haben'/'bekommen' instead of 'verdienen'.
Task 5	Use of 'Personalität' instead of 'Persönlichkeit'. Use of 'Boss' instead of 'Chef'. <i>Was für eine Person ist ein guter Chef oder eine gute Chefin?</i>	<i>Wie ist ein guter Chef oder eine gute Chefin?</i>

