

GCSE GERMAN 8662/SF+SH

Paper 2 Speaking – Sample assessment materials

Item commentary booklet – Foundation and Higher tiers

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Role-play: Foundation

Role-play 1

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used in order to score the full two marks.
- In the fifth task a second-person verb could be used. If a second-person plural verb were used, this would cause no problem as communication would still be achieved. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task, where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students can use a simple first person verb form and a characteristic of choice. This task will be accessible to most candidates. Conveying some message without a verb and/or very anglicised pronunciation will still score 1 mark.
- Task 2: Students can state any activity of choice. A verb form, either in the first person or first person plural, is needed to score 2 marks. Note that this task can be fully achieved without directly translating the word 'friends'.
- Task 3: This task should be widely accessible as it only requires the use of a simple time phrase with a verb. Lower attaining students who anglicise the 'j' in 'jeden' or 'w' in 'Woche' will still score 1 mark.
- Task 4: This task offers students a wide scope of response using the simple verb form 'ist'. One detail about a friend could, for example, be a reference to name, age, character or appearance.
- Task 5: Students are required to ask a question. Within the defined context of a friend's age, there is scope for students to adapt known language, as exemplified in the mark scheme. An attempt at a question with no verb, but which still communicates some message, will score 1 mark.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows lower attaining students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity,

but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an appropriate verb, a maximum of 1 mark is available. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

All tasks are written in succinct and readily understandable English. The amount of information required to fully accomplish each task is clearly stated. The four tasks requiring the student to give information are prompted by the use of the simple command word 'Say'. The fifth task requiring the student to ask a question is prompted by the simple command word 'Ask'.

All tasks are as non-prescriptive as possible, allowing students to draw on a range of vocabulary and structure and show a personalised response. Different routes to achieving a task are exemplified in the mark scheme.

Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The prescribed teacher's role only uses readily understandable language taken from the specification Foundation tier vocabulary list.

Role-play 2

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used in order to score the full two marks.
- In the fifth task a second-person verb could be used. If a second-person plural verb were used this would cause no problem as communication would still be achieved. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.

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- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: This task requires students to state one fitness activity using a simple verb of choice, such as *'spielen'*, *'gehen'*, *'schwimmen'*. An indication of an activity without a verb will score 1 mark.
- Task 2: This task should be widely accessible as it only requires the use of a simple time phrase with a verb. Lower attaining students who anglicise the *'j'* in *'jeden'* or *'w'* in *'Woche'* will still score 1 mark.
- Task 3: Any positive opinion about any food will be accepted. Students can use a variety of simple sentence structures and adjectives. A named food item, without a verb will gain 1 mark.
- Task 4: Students must use a verb in giving an opinion about smoking. As shown in the mark scheme, the task can still be achieved without directly translating the word 'smoking'.
- Task 5: Students are required to ask a question. Within the defined context of drinks, there is scope for students to adapt known language to suit the situation, as exemplified in the mark scheme. An attempt at a question with no verb, but which still communicates some message, will score 1 mark.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows lower attaining students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an appropriate verb, a maximum of 1 mark is available. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

All tasks are written in succinct and readily understandable English. The amount of information required to fully accomplish each task is clearly stated. The four tasks requiring the student to give information are prompted by the use of the simple command words 'Say' and 'Give'. The fifth task requiring the student to ask a question is prompted by the simple command word 'Ask'.

All tasks are as non-prescriptive as possible, allowing students to draw on a range of vocabulary and structure and show a personalised response. Different routes to achieving a task are exemplified in the mark scheme.

Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The prescribed teacher's role only uses readily understandable language taken from the specification Foundation tier vocabulary list.

Role-play 3

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used in order to score the full two marks.
- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person (plural) verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students have to use a simple third person verb form to state a location. If a location is given without a verb, 1 mark is scored.
- Task 2: Students must state what their favourite subject is. The task can still be fully achieved without translating the word '*Lieblingsfach*', as any clear and positive opinion about a subject of choice will be accepted. The absence of a verb, or a very anglicised pronunciation of a school subject, will gain 1 mark.
- Task 3: Students must give one detail about a teacher. This can be achieved by using the word '*Lehrer(in)*', a named teacher or a third person pronoun. A simple verb form, probably '*ist*' or '*hat*', can be used to give one simple piece of information of the student's choice.
- Task 4: This task requires the use of a simple first person verb. The student can state any plausible activity of choice relating to break time. An indication of an activity with no verb will still score 1 mark.
- Task 5: Students are required to ask a question. Within the defined context of school uniform, there is scope for students to adapt known language to suit the situation, as exemplified in the mark scheme. An attempt at a question with no verb, but which still communicates some message, will score 1 mark.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows lower attaining students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an appropriate verb, a maximum of 1 mark is available. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

All tasks are written in succinct and readily understandable English. The amount of information required to fully accomplish each task is clearly stated. The four tasks requiring the student to give information are prompted by the use of the simple command word 'Say'. The fifth task requiring the student to ask a question is prompted by the simple command word 'Ask'.

All tasks are as non-prescriptive as possible, allowing students to draw on a range of vocabulary and structure and show a personalised response. Different routes to achieving a task are exemplified in the mark scheme.

Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The prescribed teacher's role only uses readily understandable language taken from the specification Foundation tier vocabulary list.

Role-play 4

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used in order to score the full two marks.

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- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
 - The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
 - Even in the fifth task, where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
 - Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students must use a verb to state any free time activity. Accomplishing the task is not dependent on translating the word 'free time' given in the task prompt.
- Task 2: This task should be widely accessible as it only requires the use of a simple time phrase with a verb. Lower attaining students who anglicise the 'j' in 'jeden' or 'w' in 'Woche' will still score 1 mark.
- Task 3: Students must formulate a simple statement with a common first person verb form. Any place name will be accepted and it is not necessary to translate 'at the weekend' from the task prompt.
- Task 4: Students need to use a verb in making reference to clothing. As exemplified in the mark scheme, achieving this task is not dependent on translating the word 'wear' from the prompt.
- Task 5: Students are required to ask a question. Within the defined context of sport, there is scope for students to adapt known language to suit the situation. For example, a question about playing football would accomplish the task without using the specific word 'Sport'. An attempt at a question with no verb, but which still communicates some message, will score 1 mark.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows lower attaining students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an appropriate verb, a maximum of 1 mark is available. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. The fifth task requires the student to ask a question which is

denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

All tasks are written in succinct and readily understandable English. The amount of information required to fully accomplish each task is clearly stated. The four tasks requiring the student to give information are prompted by the use of the simple command word 'Say'. The fifth task requiring the student to ask a question is prompted by the simple command word 'Ask'.

All tasks are as non-prescriptive as possible, allowing students to draw on a range of vocabulary and structure and show a personalised response. Different routes to achieving a task are exemplified in the mark scheme.

Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The prescribed teacher's role only uses readily understandable language taken from the specification Foundation tier vocabulary list.

Role-play 5

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the third task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used in order to score the full two marks.
- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students must use a verb to give a positive opinion about a celebration of choice. There is no requirement to directly translate the words 'favourite celebration' from the task prompt.
- Task 2: This task requires students to state a food item of choice in conjunction with a verb form, probably 'esse'. A reference to food without a verb will score 1 mark.
- Task 3: A very accessible task inviting students to say when the birthday is. Given the challenge of stating a complete date including an ordinal number, the mark scheme is deliberately open and will allow different possibilities.

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- Task 4: Students must state any activity of their choice using a first person verb form. Again, there is no need to translate the phrase 'on my birthday' as the context is provided by the teacher question.
 - Task 5: Students are required to ask a question. Within the defined context of clothes, there is scope for students to adapt known language to suit the situation. For example, a question about trousers would accomplish the task without using the specific word '*Kleidung*'. An attempt at a question with no verb, but which still communicates some message, will score 1 mark.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows lower attaining students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an appropriate verb, a maximum of 1 mark is available. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. The third task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

All tasks are written in succinct and readily understandable English. The amount of information required to fully accomplish each task is clearly stated. The four tasks requiring the student to give information are prompted by the use of the simple command word 'Say'. The third task requiring the student to ask a question is prompted by the simple command word 'Ask'.

All tasks are as non-prescriptive as possible, allowing students to draw on a range of vocabulary and structure and show a personalised response. Different routes to achieving a task are exemplified in the mark scheme.

Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The prescribed teacher's role only uses readily understandable language taken from the specification Foundation tier vocabulary list.

Role-play 6

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used in order to score the full two marks.
- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: This task should be widely accessible as it only requires the use of a simple time phrase with a verb. Lower attaining students who anglicise the 'j' in 'jeden' or 'w' in 'Woche' will still score 1 mark.
- Task 2: Another very accessible task, prompting students to state a type of music they listen to. As shown in the mark scheme, this task does not require a direct translation of 'I listen to' as other verbs could be used equally effectively.
- Task 3: Students must give a simple opinion using a structure and/or adjective of choice. A relevant response with no verb will gain 1 mark.
- Task 4: Most students will be able to give one detail about a person's appearance using a simple third person verb form and an adjective of choice. If no verb is used, and/or anglicised pronunciation affects clarity, 1 mark can still be scored.
- Task 5: Students are required to ask a question. Within the defined context of music at school, there is scope for students to adapt known language to suit the situation, as exemplified in the mark scheme. An attempt at a question with no verb, but which still communicates some message, will score 1 mark.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows lower attaining students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an appropriate verb, a maximum of 1 mark is available. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At

Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

All tasks are written in succinct and readily understandable English. The amount of information required to fully accomplish each task is clearly stated. The four tasks requiring the student to give information are prompted by the use of the simple command word 'Say'. The fifth task requiring the student to ask a question is prompted by the simple command word 'Ask'.

All tasks are as non-prescriptive as possible, allowing students to draw on a range of vocabulary and structure and show a personalised response. Different routes to achieving a task are exemplified in the mark scheme.

Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The prescribed teacher's role only uses readily understandable language taken from the specification Foundation tier vocabulary list.

Role-play 7

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used in order to score the full two marks.
- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person (plural) verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students can state any activity of choice. A verb is needed to score 2 marks, whereas an indication of an activity without a verb will gain 1 mark.
- Task 2: This task should be widely accessible as it only requires the use of a simple time phrase with a verb. Lower attaining students who anglicise the 'j' in 'jeden' or 'w' in 'Woche' will still score 1 mark.
- Task 3: For 2 marks, students must use a verb in giving an opinion about sport. As shown in the mark scheme, the task can still be achieved without directly translating the word 'sport'.
- Task 4: This task requires the use of a simple first person verb. The student can state any plausible activity of choice. An indication of an activity with no verb will still score 1 mark.
- Task 5: Students are required to ask a question. Within the defined context of the internet, there is scope for students to adapt known language to suit the situation. For example, a question about a social media platform would accomplish the task just as well as the use of the specific word 'Internet'. An attempt at a question with no verb, but which still communicates some message, will score 1 mark.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows lower attaining students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an appropriate verb, a maximum of 1 mark is available. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

All tasks are written in succinct and readily understandable English. The amount of information required to fully accomplish each task is clearly stated. The four tasks requiring the student to give information are prompted by the use of the simple command words 'Say' and 'Give'. The fifth task requiring the student to ask a question is prompted by the simple command word 'Ask'.

All tasks are as non-prescriptive as possible, allowing students to draw on a range of vocabulary and structure and show a personalised response. Different routes to achieving a task are exemplified in the mark scheme.

Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The prescribed teacher's role only uses readily understandable language taken from the specification Foundation tier vocabulary list.

Role-play 8

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used in order to score the full two marks.
- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: This task should be accessible to all as only a time phrase is required without the use of a verb. Lower attaining students who anglicise a 'j' or 'w' will still score 1 mark.
- Task 2: For 2 marks, a verb is required in a clearly stated opinion. Students can use an opinion structure and/or adjective of their choice. As in task 1, the mark scheme exemplifies how the student can effectively respond without directly translating the word 'internet'.
- Task 3: A straightforward task for most students who will be able to score 2 marks by clearly stating an activity of choice including a simple first person verb form. Although the task prompt word '*online*' is on the Foundation vocabulary list, it does not have to be included in the response.
- Task 4: Any clearly stated place with a verb will score 2 marks. As shown in the mark scheme, there is no requirement to directly translate 'use' or 'computer' from the task prompt.
- Task 5: Students are required to ask a question. Within the defined context of social media, there is scope for students to adapt known language to suit the situation. For example, a question about a social media platform would accomplish the task without using the specific term '*die sozialen Medien*'. An attempt at a question with no verb, but which still communicates some message, will score 1 mark.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows lower attaining students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an appropriate verb, a maximum of 1 mark is available. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

All tasks are written in succinct and readily understandable English. The amount of information required to fully accomplish each task is clearly stated. The four tasks requiring the student to give information are prompted by the use of the simple command words 'Say' and 'Give'. The fifth task requiring the student to ask a question is prompted by the simple command word 'Ask'.

All tasks are as non-prescriptive as possible, allowing students to draw on a range of vocabulary and structure and show a personalised response. Different routes to achieving a task are exemplified in the mark scheme.

Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The prescribed teacher's role only uses readily understandable language taken from the specification Foundation tier vocabulary list.

Role-play 9

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used in order to score the full two marks.

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- The verb used in the fifth task is likely to be a third-person verb. Alternatively, a second-person verb could be used to elicit an opinion. If a second-person plural verb was used, this would not undermine communication.
 - The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
 - Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
 - Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: A very accessible task. Students must use a verb in giving one detail about where they live. The scope of response is very wide as reference could be made to home or local area. A recognisable location without a verb will gain 1 mark.
- Task 2: One clear detail about the weather with a verb is required to gain 2 marks. As shown in the mark scheme, there is no requirement to directly translate the word 'weather' in the response.
- Task 3: Students must give a simple opinion using a structure and/or adjective of choice. A relevant response with no verb will gain 1 mark.
- Task 4: Students can state any plausible activity of choice. A verb is needed to score 2 marks, whereas an indication of an activity without a verb will gain 1 mark.
- Task 5: Students are required to ask a question. Within the defined context of a place in town, there is scope for students to adapt known language to suit the situation. For example, '*Gibt es ein Kino?*' would be as valid as '*Magst du den Park?*'. An attempt at a question with no verb, but which still communicates some message, will score 1 mark.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows lower attaining students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an appropriate verb, a maximum of 1 mark is available. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

All tasks are written in succinct and readily understandable English. The amount of information required to fully accomplish each task is clearly stated. The four tasks requiring the student to give information are prompted by the use of the simple command words 'Say' and 'Give'. The fifth task requiring the student to ask a question is prompted by the simple command word 'Ask'.

All tasks are as non-prescriptive as possible, allowing students to draw on a range of vocabulary and structure and show a personalised response. Different routes to achieving a task are exemplified in the mark scheme.

Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The prescribed teacher's role only uses readily understandable language taken from the specification Foundation tier vocabulary list.

Role-play: Higher tier

Role-play 10

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: This task requires an opinion and justification using at least one verb. This differentiates clearly with a Foundation tier role-play where only an opinion would be targeted. Students can choose to use any combination of sentence structure and vocabulary that communicates the message. If only one element is conveyed, 1 mark can still be gained.
- Task 2: Students must make a clear statement with a verb. In order to score 2 marks, students will need to show knowledge of the preposition 'seit'. If no verb is used or 'für' used instead of 'seit', 1 mark can still be scored.

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- Task 3: This task should be widely accessible. For 2 marks, two activities of choice must be stated, using one or two verb forms. There is no requirement to translate the ‘with friends’ element of the task context.
 - Task 4: Students must give two details of choice relating to what they talk about with friends. If only one detail is given, 1 mark will be scored.
 - Task 5: Students are required to ask a question. Within the defined context of hobbies, there is scope for students to adapt known language to suit the situation. As exemplified in the mark scheme, the question can be formulated using a number of different structures. There is no requirement to directly translate the task prompt ‘hobbies’. ‘*Liest du Bücher?*’ would be equally valid as ‘*Hast du Hobbys?*’ An attempt at a question with no verb, but which still communicates some message, will score 1 mark.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows lower attaining students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions in terms of which tasks require the use of a verb for the award of full marks. The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

All tasks are written in succinct and readily understandable English. The amount of information required to fully accomplish each task is clearly stated. The four tasks requiring the student to give information are prompted by the use of the simple command word ‘Say’. The fifth task requiring the student to ask a question is prompted by the simple command word ‘Ask’.

All tasks are as non-prescriptive as possible, allowing students to draw on a range of vocabulary and structure and show a personalised response. Different routes to achieving a task are exemplified in the mark scheme.

Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. ‘They’ and ‘their’ have been used when referring to third parties.

The prescribed teacher's role only uses readily understandable language taken from the specification Higher tier vocabulary list.

Role-play 11

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: This task should be widely accessible. For 2 marks, two fitness activities of choice must be stated, using one or two verb forms. A statement with only one activity will gain 1 mark.
- Task 2: Students must use a verb to clearly state when they do exercise. They can use any time phrase of choice and there is no requirement to directly translate '*Bewegung*' from the task prompt. The omission of a verb and/or very anglicised pronunciation will score 1 mark.
- Task 3: For 2 marks, students are required to give two details about their diet within a past time frame. An attempt at a perfect tense with an auxiliary verb missing and/or inaccurate past participle will score 1 mark.
- Task 4: This task requires an opinion and justification using at least one verb. Students can choose to use any combination of sentence structure and vocabulary that communicates the message. If only one element is conveyed, 1 mark can still be gained.
- Task 5: Students are required to ask a question. Within the defined context of sport at school, there is scope for students to adapt known language to suit the situation. As exemplified in the mark scheme, the question can be formulated using a number of different structures. There is no requirement to directly translate the task prompt 'sport at school'. '*Wie oft lernst du Sport?*' would be equally valid as '*Spielst du Tennis in der Schule?*' An attempt at a question with no verb, but which still communicates some message, will score 1 mark.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows lower attaining students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions in terms of which tasks require the use of a verb for the award of full marks. The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

All tasks are written in succinct and readily understandable English. The amount of information required to fully accomplish each task is clearly stated. The four tasks requiring the student to give information are prompted by the use of the simple command word 'Say'. The fifth task requiring the student to ask a question is prompted by the simple command word 'Ask'.

All tasks are as non-prescriptive as possible, allowing students to draw on a range of vocabulary and structure and show a personalised response. Different routes to achieving a task are exemplified in the mark scheme.

Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The prescribed teacher's role only uses readily understandable language taken from the specification Higher tier vocabulary list.

Role-play 12

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.

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- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
 - Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
 - Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Giving two details of choice about a school day should be accessible to most students. A response with only one detail and/or no verb will score 1 mark.
- Task 2: This task requires an opinion and justification using at least one verb. Students can choose to use any combination of sentence structure and vocabulary that communicates the message. If only one element is conveyed, 1 mark can still be gained.
- Task 3: For 2 marks, students are required to formulate a complete response with two activities within a past time frame. An attempt at a perfect tense with an auxiliary verb missing and/or inaccurate past participle will score 1 mark.
- Task 4: A more accessible task requiring students to clearly state one negative aspect of school of their choice. If a verb is omitted, or a pronunciation error creates ambiguity, 1 mark is awarded.
- Task 5: Students are required to ask a question. Within the defined context of school rules, there is scope for students to adapt known language to suit the situation. As exemplified in the mark scheme, the question can be formulated using a number of different structures. There is no requirement to directly translate the task prompt 'school rules'. *'Muss man eine Uniform tragen?'* would be equally valid as *'Magst du die Schulregeln?'* An attempt at a question with no verb, but which still communicates some message, will score 1 mark.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows lower attaining students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions in terms of which tasks require the use of a verb for the award of full marks. The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

All tasks are written in succinct and readily understandable English. The amount of information required to fully accomplish each task is clearly stated. The four tasks requiring the student to give information are prompted by the use of the simple command words 'Say' and 'Describe'. The fifth task requiring the student to ask a question is prompted by the simple command word 'Ask'.

All tasks are as non-prescriptive as possible, allowing students to draw on a range of vocabulary and structure and show a personalised response. Different routes to achieving a task are exemplified in the mark scheme.

Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The prescribed teacher's role only uses readily understandable language taken from the specification Higher tier vocabulary list.

Role-play 13

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students must use a verb to state one place they go to. If a verb is not used but a place name is still communicated, 1 mark will be scored.
- Task 2: This task requires an opinion and justification using at least one verb. Students can choose to use any combination of sentence structure and vocabulary that communicates the message. The first part of the task can be accomplished using the phrase '*Zeit verbringen*', which is on the vocabulary list, or by using a more basic expression of choice.
- Task 3: For two marks, two plausible first person activities of choice must be clearly stated. There is no requirement to translate the 'at home' or 'at the weekend' elements within the task prompt. If only one activity is stated, 1 mark will be scored.
- Task 4: This task requires a reference to a future time frame with a verb and two details, and there is no need to directly translate the context of 'next week'. As exemplified in the mark

scheme, there are various ways of achieving this. A response with a mangled but recognisable future tense, or only one detail conveyed, can still score 1 mark.

- Task 5: Students are required to ask a question. Within the defined context of homework, there is scope for students to adapt known language to suit the situation. As exemplified in the mark scheme, the question can be formulated using a number of different structures. There is no requirement to directly translate the task prompt 'homework'. '*Musst du heute abend für die Schule lernen?*' would be equally valid as '*Wie oft machst du Hausaufgaben?*' An attempt at a question with no verb, but which still communicates some message, will score 1 mark.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows lower attaining students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions in terms of which tasks require the use of a verb for the award of full marks. The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

All tasks are written in succinct and readily understandable English. The amount of information required to fully accomplish each task is clearly stated. The four tasks requiring the student to give information are prompted by the use of the simple command word 'Say'. The fifth task requiring the student to ask a question is prompted by the simple command word 'Ask'.

All tasks are as non-prescriptive as possible, allowing students to draw on a range of vocabulary and structure and show a personalised response. Different routes to achieving a task are exemplified in the mark scheme.

Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The prescribed teacher's role only uses readily understandable language taken from the specification Higher tier vocabulary list.

Role-play 14

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: This task requires an opinion and justification using at least one verb. Students can choose to use any combination of sentence structure and vocabulary that communicates the message. The task can be fully accomplished without needing to directly translate 'favourite celebration' from the task prompt.
- Task 2: For 2 marks, students are required to formulate a complete response with two details within a past time frame. An attempt at a perfect tense with an auxiliary verb missing and/or inaccurate past participle will score 1 mark.
- Task 3: This is an accessible task requiring students to give two details about what they wear to a party. Students are free to use any vocabulary relating to items of clothing, colour, style and/or opinions. There is no requirement to translate the 'to a party' element from the task prompt.
- Task 4: A relatively straightforward task requiring a simple statement with a verb and a noun. There is no requirement to directly translate 'a good present' from the task prompt. A relevant response without a verb receives 1 mark.
- Task 5: Students are required to ask a question. Within the defined context of music, there is scope for students to adapt known language to suit the situation. As exemplified in the mark scheme, the question can be formulated using a number of different structures. There is no requirement to directly translate the task prompt 'music'. '*Wie findest du Konzerte?*' would be equally valid as '*Hörst du gern Musik?*' An attempt at a question with no verb, but which still communicates some message, will score 1 mark.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows lower attaining students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions in terms of which tasks require the use of a verb for the award of full marks. The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

All tasks are written in succinct and readily understandable English. The amount of information required to fully accomplish each task is clearly stated. The four tasks requiring the student to give information are prompted by the use of the simple command words 'Say' and 'Describe'. The fifth task requiring the student to ask a question is prompted by the simple command word 'Ask'.

All tasks are as non-prescriptive as possible, allowing students to draw on a range of vocabulary and structure and show a personalised response. Different routes to achieving a task are exemplified in the mark scheme.

Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The prescribed teacher's role only uses readily understandable language taken from the specification Higher tier vocabulary list.

Role-play 15

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.

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- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
 - Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: For 2 marks, students are required to formulate a complete response with two details within a past time frame. An attempt at a perfect tense with an auxiliary verb missing and/or inaccurate past participle will score 1 mark.
- Task 2: This task requires a positive opinion and justification using at least one verb. Students can choose to use any combination of sentence structure and vocabulary that communicates the message. A response with only one element will still gain 1 mark.
- Task 3: This is an accessible task requiring two details about physical appearance. Students can use a simple third person verb form with any descriptive adjectives of choice. A response without a verb and/or only one detail will score 1 mark.
- Task 4: Students must clearly state one positive aspect of being famous. This can be accomplished using a structure and vocabulary of choice.
- Task 5: Students are required to ask a question. Within the defined context of television, there is scope for students to adapt known language to suit the situation. As exemplified in the mark scheme, the question can be formulated using a number of different structures. There is no requirement to directly translate the task prompt 'television'. '*Was ist deine Lieblingssendung?*' would be equally valid as '*Wie oft siehst du fern?*' An attempt at a question with no verb, but which still communicates some message, will score 1 mark.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows lower attaining students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions in terms of which tasks require the use of a verb for the award of full marks. The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

All tasks are written in succinct and readily understandable English. The amount of information required to fully accomplish each task is clearly stated. The four tasks requiring the student to give information are prompted by the use of the simple command words 'Say', 'Give' and 'Describe'.

The fifth task requiring the student to ask a question is prompted by the simple command word 'Ask'.

All tasks are as non-prescriptive as possible, allowing students to draw on a range of vocabulary and structure and show a personalised response. Different routes to achieving a task are exemplified in the mark scheme.

Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The prescribed teacher's role only uses readily understandable language taken from the specification Higher tier vocabulary list.

Role-play 16

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: This is a straightforward task requiring a clear statement in the first person. The omission of a verb or the misleading use of a preposition, such as '*auf dem Bus*', will score 1 mark.
- Task 2: This task requires an opinion and justification using at least one verb. Students can choose to use any combination of sentence structure and vocabulary that communicates the message. A response with only one element will still gain 1 mark.
- Task 3: For two marks, students must clearly state two negative aspects of their town. This can be accomplished using a structure and vocabulary of choice.
- Task 4: This task requires a reference to a future time frame with a verb and two details. As shown in the mark scheme, there are various ways of achieving this. A response with a mangled but recognisable future tense, or only one detail given, can still score 1 mark.
- Task 5: Students are required to ask a question. Within the defined context of local area, there is scope for students to adapt known language to suit the situation. As exemplified in the mark

scheme, the question can be formulated using a number of different structures. *‘Was machst du in der Stadt?’* would be equally valid as *‘Wie findest du deine Gegend?’* An attempt at a question with no verb, but which still communicates some message, will score 1 mark.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows lower attaining students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions in terms of which tasks require the use of a verb for the award of full marks. The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

All tasks are written in succinct and readily understandable English. The amount of information required to fully accomplish each task is clearly stated. The four tasks requiring the student to give information are prompted by the use of the simple command words ‘Say’ and ‘Give’. The fifth task requiring the student to ask a question is prompted by the simple command word ‘Ask’.

All tasks are as non-prescriptive as possible, allowing students to draw on a range of vocabulary and structure and show a personalised response. Different routes to achieving a task are exemplified in the mark scheme.

Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. ‘They’ and ‘their’ have been used when referring to third parties.

The prescribed teacher’s role only uses readily understandable language taken from the specification Higher tier vocabulary list.

Role-play 17

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students must use a first person verb in stating a time and place for using the internet. There is no requirement to directly translate 'use' or 'internet'. The omission of one element will score 1 mark.
- Task 2: Students must clearly state two positive aspects of the internet. This can be accomplished using a structure and vocabulary of choice. Only referencing one aspect will score 1 mark.
- Task 3: This task requires one positive feature of an app to be clearly stated using a structure and vocabulary of choice. A relevant response without a verb will score 1 mark.
- Task 4: This task requires a reference to a future time frame with a verb and two details. As shown in the mark scheme, there are various ways of achieving this. A response with a mangled but recognisable future tense, or only one detail given, can still score 1 mark.
- Task 5: Students are required to ask a question. Within the defined context of television programmes, there is scope for students to adapt known language to suit the situation. As exemplified in the mark scheme, the question can be formulated using a number of different structures. There is no requirement to directly translate the task prompt. *'Magst du Krimis?'* would be equally valid as *'Was ist deine Lieblingssendung?'* An attempt at a question with no verb, but which still communicates some message, will score 1 mark.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows lower attaining students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity,

or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions in terms of which tasks require the use of a verb for the award of full marks. The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

All tasks are written in succinct and readily understandable English. The amount of information required to fully accomplish each task is clearly stated. The four tasks requiring the student to give information are prompted by the use of the simple command words 'Say' and 'Give'. The fifth task requiring the student to ask a question is prompted by the simple command word 'Ask'.

All tasks are as non-prescriptive as possible, allowing students to draw on a range of vocabulary and structure and show a personalised response. Different routes to achieving a task are exemplified in the mark scheme.

Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The prescribed teacher's role only uses readily understandable language taken from the specification Higher tier vocabulary list.

Role-play 18

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role-play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the fifth task could be a second-person verb. If a second-person plural verb was used this would not undermine communication. Alternatively, an appropriate third-person verb would also be acceptable.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.

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- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: A task that will be widely accessible. Students must give two clear details about their local area, using a sentence structure and vocabulary of choice. A relevant response with only one detail and/or the omission of a verb, will score 1 mark.
- Task 2: Students must clearly state two activities of choice that can be undertaken in a local area. There is no requirement to directly translate the word 'visitors' from the task prompt.
- Task 3: Students must use a verb in clearly stating one environmental problem of choice. A response with very anglicised but still recognisable pronunciation will gain 1 mark.
- Task 4: This task requires a reference to a future time frame and a justification. As exemplified in the mark scheme, there are various ways of achieving this. A response with one element missing will still score 1 mark.
- Task 5: Students are required to ask a question. Within the defined context of shopping, there is scope for students to adapt known language to suit the situation. As exemplified in the mark scheme, the question can be formulated using a number of different structures. *'Was ist dein Lieblingsgeschäft?'* would be equally valid as *'Wie oft gehst du einkaufen?'* An attempt at a question with no verb, but which still communicates some message, will score 1 mark.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows lower attaining students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions in terms of which tasks require the use of a verb for the award of full marks. The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is also given above the five tasks.

All tasks are written in succinct and readily understandable English. The amount of information required to fully accomplish each task is clearly stated. The four tasks requiring the student to give information are prompted by the use of the simple command words 'Say' and 'Describe'. The fifth task requiring the student to ask a question is prompted by the simple command word 'Ask'.

All tasks are as non-prescriptive as possible, allowing students to draw on a range of vocabulary and structure and show a personalised response. Different routes to achieving a task are exemplified in the mark scheme.

Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The prescribed teacher's role only uses readily understandable language taken from the specification Higher tier vocabulary list.

Reading aloud task: Foundation tier

Foundation tasks 1-9

(15 marks)

Rationale for item type

The Subject Content requires students to read aloud a short written text (of a minimum of 35 words) and undertake a short unprepared conversation relating to the text. There are four compulsory questions set on the topic of the text. At Foundation tier, this part of the test is recommended to last between two and two and a half minutes in total, ie the reading aloud of the text and the short unprepared conversation.

Content sampled

Task 1 - Theme 1, Topic 1: Identity and relationships with others

Task 2 - Theme 1, Topic 2: Healthy living and lifestyle

Task 3 - Theme 1, Topic 3: Education and work

Task 4 - Theme 2, Topic 1: Free time activities

Task 5 - Theme 2, Topic 2: Customs, festivals and celebrations

Task 6 - Theme 2, Topic 3: Celebrity culture

Task 7 - Theme 3, Topic 1: Travel and tourism including places of interest

Task 8 - Theme 3, Topic 2: Media and technology

Task 9 - Theme 3, Topic 3: The environment and where people live

Mark scheme considerations

- The tasks are targeted at the range of grades for this tier, i.e. 1-5, both through the demands of the tasks themselves and through the assessment criteria.
- The mark scheme allows all students to be rewarded appropriately for their performance at this level.
- All four prescribed questions are expressed in the present tense. Students are only required to respond using present tense verb forms. The questions set allow for students to give personalised responses and to develop these where appropriate.
- 5 AO3 marks are available for the initial reading aloud task and the task is marked according to a levels of response mark grid. Five levels of attainment are defined and each level is a one-mark band.
- 10 marks are assigned to the communication of appropriate responses to the four set questions which follow. These are unseen by the student and unprepared. The questions are focused on the same topic as the reading aloud text. Although they do not test understanding of the reading aloud text, students may use some of the vocabulary or structures from the text in their answers.
- The student's response to the four compulsory questions is marked as a whole in that marks are not awarded to individual questions. Marks are awarded for clarity of response and the demonstrated ability to develop responses. The 10 marks are assigned to AO1. There are five levels of attainment, each offering two marks in the band.

Accessibility considerations

The rubrics are written in English on the candidate's card, confirming that they will be asked to read aloud the text in German and that they will be asked four questions which relate to the topic of the passage. The student is instructed in German to read the passage aloud.

The text is presented in separate sentences on the candidate's card in a larger font size and is more widely spaced to help legibility.

Reading aloud task: Higher tier

Higher tasks 10-18

(15 marks)

Rationale for item type

The Subject Content requires students to read aloud a short written text (of a minimum of 50 words) and undertake a short unprepared conversation relating to the text. There are four compulsory questions set on the topic of the text. At Higher tier, this part of the test is recommended to last between three and three and a half minutes in total, ie the reading aloud of the text and the unprepared conversation.

Content sampled

Task 10 - Theme 1, Topic 1: Identity and relationships with others

Task 11 - Theme 1, Topic 2: Healthy living and lifestyle

Task 12 - Theme 1, Topic 3: Education and work

Task 13 - Theme 2, Topic 1: Free time activities

Task 14 - Theme 2, Topic 2: Customs, festivals and celebrations

Task 15 - Theme 2, Topic 3: Celebrity Culture

Task 16 - Theme 3, Topic 1: Travel and tourism including places of interest

Task 17 - Theme 3, Topic 2: Media and technology

Task 18 - Theme 3, Topic 3: The environment and where people live

Mark scheme considerations

- The tasks are targeted at the range of grades for this tier, i.e. 4-9, both through the demands of the tasks themselves and through the assessment criteria.
- The mark scheme allows all students to be rewarded appropriately for their performance at this level.
- All of the four prescribed questions are expressed in the present tense to ensure that they are straightforward for students. The questions set allow for students to give personalised responses and to develop these where appropriate.
- 5 AO3 marks are available for the initial reading aloud task and the task is marked according to a levels of response mark grid. Five levels of attainment are defined and each level is a one-mark band.

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- 10 marks are assigned to the communication of appropriate responses to the four set questions which follow. These are unseen by the student and unprepared. The questions are focused on the same topic as the reading aloud text. Although they do not test understanding of the reading aloud text, students may use some of the vocabulary or structures from the text in their answers.
 - The student's response to the four compulsory questions is marked as a whole in that marks are not awarded to individual questions. Marks are awarded for clarity of response and the demonstrated ability to develop responses. The 10 marks are assigned to AO1. There are five levels of attainment, each offering two marks in the band.

Accessibility considerations

The rubrics are written in English on the candidate's card, confirming that they will be asked to read aloud the text in German and that they will be asked four questions which relate to the topic of the text. The student is instructed in German to read the text aloud.

The text is presented in separate sentences on the Candidate's card in a larger font size and is more widely spaced to help legibility.

Photo card: Foundation tier

Rationale for item type

- In the Subject Content for GCSE modern languages, it is stated that students should develop their ability and ambition to communicate independently in speech with speakers of the language for authentic purposes and about subjects which are meaningful and interesting to them. It is also stated that students should be able to use the language they are learning both receptively and productively, in spoken form(s), for a range of audiences and purposes.
- Immediately before the Speaking test, students will have 15 minutes' supervised preparation time. They will have a Photo card containing two photos from one of the three themes in order to prepare their response to the first question, which focuses on a description of the content of the photos and is compulsory. Students may make written notes in their preparation time and use these notes during the task. The second part of this task is an unprepared conversation.
- The Photo card section of the test is recommended to last in total between four and five minutes, with approximately one minute spent on the description of the photos and the remaining time (between three and four minutes) on the unprepared conversation.
- The Photo card task targets assessment of AO1, AO2 and AO3. There are 15 marks for AO1, 5 marks for AO2 and 5 marks for AO3. The total mark is 25.
- The same photos are used on the cards for both Foundation and Higher tiers, but the duration of the task is different.
- The instruction *Sag mir etwas über die Fotos* allows students to give a factual and descriptive response to what they see in the photos. Any relevant content will be credited in this first part of the task, even if it is outside the prescribed theme of the Photo card.
- The teacher should then continue an unprepared conversation on any or all of the topics within the prescribed theme of the card, enabling students to develop personalised responses.
- Guidance on questioning technique for the unprepared conversation is provided in the Paper 2 Teacher's Booklet.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria. The mark scheme allows lower ability students to give simpler, less developed responses to questions and still communicate something at a lower level.

Accessibility considerations

Instructions appear on the student's card in English. There are three bullet points, which instruct the student in clear, short sentences, what they have to do. Photos are presented in black and white format. For visually-impaired candidates, a written description of the photos in English will be provided. The theme to be covered in the unprepared conversation is included in the candidate instructions.

Each photo depicts a topic scene that is easily recognisable to the student. Moreover, the main features of the photo can be identified and described through a basic knowledge of the Foundation vocabulary list.

All questions only use grammatical structures from the Subject Content and vocabulary from the Foundation list.

Photo card A

Content sampled

Theme 1: People and lifestyle

- Across both photos, the basic setting can be described using the structure *'Es gibt'* and a number of easily identifiable nouns, including *'Wald'*, *'Baum'*, *'Fahrrad'*, *'Restaurant'*, *'Fenster'*, *'Tisch'*, *'Essen'*. The weather in Photo 1 can be described using *'das Wetter'*, *'sonnig'* and *'schön'*. People can be identified using the plural forms *'Männer'* and *'Frauen'*. Each person's appearance can be described using the simple verb forms *'ist/hat/trägt'*, the noun *'Haare'*, basic adjectives (*groß/klein/jung*) and items of clothing such as *'Hemd'*, *'Jacke'*, *'Hose'*. The adjective *'glücklich'* and verbs *'lachen'* or *'lächeln'* could be used to describe mood. The activity depicted in the photos can be described through the use of the verbs *'sein'*, *'haben'*, *'sitzen'*, *'sprechen'*, *'lesen'*, *'essen'*.
- The teacher should then continue exploring the theme 'People and lifestyle' in their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card B

Content sampled

Theme 1: People and lifestyle

- Across both photos, the basic setting can be described using the structure *'Es gibt'* and a number of easily identifiable nouns, including *'Wald'*, *'Baum'*, *'Weg'*, *'Küche'*, *'Tisch'*, *'Essen'*, *'Gemüse'*, *'Uhr'*, *'Handy'*. The weather in Photo 1 can be described using *'das Wetter'*, *'sonnig'* and *'schön'*.
The people and animal can be identified using the singular nouns *'Mann'*, *'Frau'*, *'Mädchen'*, *'Hund'*. Each person's appearance can be described using the simple verb forms *'ist/hat/trägt'*, the noun *'Haare'*, basic adjectives (*groß/klein/alt*) and items of clothing such as *'T-Shirt'*, *'kurze Hose'* and *'Sportschuhe'*. The adjective *'glücklich'* and verbs *'lachen'* or *'lächeln'* could be used to describe mood. The activity depicted in the photos can be described through the use of the verbs *'sein'*, *'haben'*, *'joggen'*, *'laufen'*, *'kochen'*, *'benutzen'*.
- The teacher should then continue exploring the theme 'People and lifestyle' in their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card C

Content sampled

Theme 1: People and lifestyle

- Across both photos, the basic setting can be described using the structure *'Es gibt'* and a number of easily identifiable nouns, including *'Schule'*, *'Kantine'*, *'Tisch'*, *'Essen'*, *'Büro'*, *'Fenster'*. In Photo 2, sunlight is clearly entering the room and the weather can be described using *'das Wetter'*, *'sonnig'* and *'schön'*. The people can be identified using *'Jungen'*, *'Mädchen'*, *'Schüler*innen'*, *'Männer'*, *'Frau'*. Each person's appearance can be described using the simple verb forms *'ist/hat/trägt'*, the noun *'Haare'*, basic adjectives (*groß/klein/alt*) and items of clothing such as *'Hemd'*, *'Hose'*, *'Jacke'*. The adjective *'glücklich'* and verbs *'lachen'* or *'lächeln'* could be used to describe the mood of the students. The activity depicted in the photos can be described through the use of the verbs *'sein'*, *'haben'*, *'sitzen'*, *'stehen'*, *'arbeiten'*, *'sprechen'* and *'zuhören'*.
- The teacher should then continue exploring the theme 'People and lifestyle' in their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card D

Content sampled

Theme 2: Popular culture

- Across both photos, the basic setting can be described using the structure *'Es gibt'* and a number of easily identifiable nouns, including *'Stadt(mitte)'*, *'Straße'*, *'Gebäude'*, *'Auto'*, *'Fenster'*, *'Kino'*. The weather in Photo 1 can be described using *'das Wetter'*, *'sonnig'* and *'schön'*. The people can be identified using *'Mädchen'*, *'Jungen'*, *'junge Leute'* or *'Jugendliche'*, *'Männer'*, *'Frauen'*. Each person's appearance can be described using the simple verb forms *'ist/hat/trägt'*, the noun *'Haare'*, basic adjectives (*groß/klein/alt*) and items of clothing such as *'T-Shirt'*, *'Hose'* and *'Rock'*. The adjective *'glücklich'* and verbs *'lachen'* or *'lächeln'* could be used to describe mood of the girls in the town and the cinema goers. The activity depicted in the photos can be described through the use of the verbs *'sein'*, *'haben'*, *'gehen'*, *'einkaufen'*, *'sitzen'*, *'sehen'*, *'essen'*.
- The teacher should then continue exploring the theme 'Popular culture' in their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card E

Content sampled

Theme 2: Popular culture

- Across both photos, the basic setting can be described using the structure *'Es gibt'* and a number of easily identifiable nouns, including *'Geburtstag'*, *'Garten'*, *'Baum'*, *'Tisch'*, *'Kuchen'*, *'Kamera'*, *'Hochzeit'*, *'Zimmer'*, *'Licht'*. The weather in Photo 1 can be described using *'das Wetter'*, *'sonnig'* and *'schön'*.
The people can be identified using *'Junge(n)'*, *'Mädchen'*, *'junge Leute'* or *'Jugendliche'*, *'Männer'*, *'Frauen'*, *'Kind'*, *'Familie'*. Each person's appearance can be described using the simple verb forms *'ist/hat/trägt'*, the nouns *'Haare'*, *'Kleid'*, *'Hemd'*, *'Hose'* and the adjective *'glücklich.'* The verbs *'lachen'* or *'lächeln'* could also be used to describe the buoyant mood of the people.
The activity depicted in the photos can be described through the use of the verbs *'sein'*, *'haben'*, *'sitzen'*, *'feiern'*, *'tanzen'*, *'heiraten'*.
- The teacher should then continue exploring the theme 'Popular culture' in their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card F

Content sampled

Theme 2: Popular culture

- Across both photos, the basic setting can be described using the structure *'Es gibt'* and a number of easily identifiable nouns, including *'Zimmer'*, *'Handy'*, *'Tasche'*, *'Kamera'*. Sunlight is evident in Photo 2 and the weather can be described using *'das Wetter'*, *'sonnig'* and *'schön'*. The people can be identified using *'Mädchen'*, *'Junge(n)'*, *'junge Leute'* or *'Jugendliche'*, *'Frau'*, *'Männer'*. Each person's appearance can be described using the simple verb forms *'ist/hat/trägt'* and the nouns *'Haare'*, *'T-Shirt'*, *'Rock'*. The adjective *'glücklich'* and verbs *'lachen'* or *'lächeln'* could be used to describe mood of the young people in Photo 1.
The activity depicted in the photos can be described through the use of the verbs *'sein'*, *'haben'*, *'stehen'*, *'singen'* and *'Fotos machen'*.

- The teacher should then continue exploring the theme 'Popular culture' in their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card G

Content sampled

Theme 3: Communication and the world around us

- Across both photos, the basic setting can be described using the structure *'Es gibt'* and a number of easily identifiable nouns, including *'Küste', 'Strand', 'Meer', 'See', 'Wasser', 'Ball', 'Schloss', 'Gebäude'*. The weather can be described using *'das Wetter', 'sonnig'* and *'schön'*. The people can be identified using the plural forms *'Junge(n)', 'Mädchen', 'junge Leute'* or *'Jugendliche'*. Each person's appearance can be described using the simple verb forms *'ist/hat/trägt'*, the noun *'Haare'*, basic adjectives (*groß/klein/jung*) and the items of clothing *'Hemd', 'T-Shirt', 'Hose', 'Jacke'*. The adjective *'glücklich'* and verbs *'lachen'* or *'lächeln'* could be used to describe mood.
The activity depicted in the photo can be described through the use of the verbs *'sein', 'haben', 'spielen', 'sehen', 'besuchen', 'benutzen', 'Fotos machen'*.
- The teacher should then continue exploring the theme 'Communication and the world around us' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card H

Content sampled

Theme 3: Communication and the world around us

- Across both photos, the basic setting can be described using the structure *'Es gibt'* and a number of easily identifiable nouns, including *'Haus', 'Wohnzimmer', 'Fenster', 'Tisch', 'Laptop', 'Handy', 'Blume', 'Bilder', 'Bücher'*. Sunlight is clearly entering the room in the first photo and the weather can be described using *'das Wetter', 'sonnig'* and *'schön'*.
The people can be identified using *'Mädchen', 'Junge', 'junge Leute', 'Jugendliche', 'Studenten', 'Mann', 'Frau', 'Eltern', 'Kinder', 'Familie'*. Each person's appearance can be described using the simple verb forms *'ist/hat/trägt'* and the nouns *'Haare', 'Hemd', 'Hose'*. The adjective *'glücklich'* and verbs *'lachen'* or *'lächeln'* could be used to describe the people's mood.
The activity depicted in the photos can be described through the use of the verbs *'sein', 'haben', 'sitzen', 'arbeiten', 'anrufen', 'sprechen', 'fernsehen', 'essen'*.
- The teacher should then continue exploring the theme 'Communication and the world around us' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card I

Content sampled

Theme 3: Communication and the world around us

- Across both photos, the basic setting can be described using the structure *'Es gibt'* and a number of easily identifiable nouns, including *'Stadt(mitte)', 'Straße', 'Gebäude', 'Autos', 'Fahrrad', 'Park', 'Bäume', 'Müll', 'Flaschen'*. The weather can be described using *'das Wetter', 'sonnig'* and *'schön'*.

The people can be identified using collective terms in the first photo: *'Leute'*, *'Personen'*, *'Menschen'*, *'Männer'* and *'Frauen'*. In the second photo, *'Frau'*, *'Mutter'*, *'Mann'*, *'Vater'*, *'Kinder'*, *'Sohn'*, *'Tochter'*, *'Familie'* could be referenced. The activity depicted in the photo can be described through the use of the verbs *'sein'*, *'gehen'*, *'fahren'*, *'radfahren'*, *'helfen'*, *'recyceln'*, *'sammeln'*".

- The teacher should then continue exploring the theme 'Communication and the world around us' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card: Higher tier

Rationale for item type

- In the Subject Content for GCSE modern languages, it is stated that students should develop their ability and ambition to communicate independently in speech with speakers of the language for authentic purposes and about subjects which are meaningful and interesting to them. It is also stated that students should be able to use the language they are learning both receptively and productively, in spoken form(s), for a range of audiences and purposes.
- Immediately before the Speaking test, students will have 15 minutes' supervised preparation time. They will have a Photo card containing two photos from one of the three themes in order to prepare their response to the first question, which focuses on a description of the content of the photos and is compulsory. Students may make written notes in their preparation time and use these notes during the task. The second part of this task is an unprepared conversation.
- The Photo card section of the test is recommended to last between six and seven minutes, with approximately one and a half minutes spent on the description of the photos and the remaining time (between four and a half and five and a half minutes) on the unprepared conversation.
- The Photo card task targets assessment of AO1, AO2 and AO3. There are 15 marks for AO1, 5 marks for AO2 and 5 marks for AO3. The total mark is 25.
- The same photos are used on the cards for both Foundation and Higher tiers, but the duration of the task is different.
- The instruction *Sag mir etwas über die Fotos* allows students to give a factual and descriptive response to what they see in the photos. Any relevant content will be credited in this first part of the task, even if it is outside the prescribed theme of the Photo card.
- The teacher should then continue an unprepared conversation on any or all of the topics within the prescribed theme of the card, enabling students to develop personalised responses.
- Guidance on questioning technique for the unprepared conversation is provided in the Paper 2 Teacher's Booklet.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria. The mark scheme allows lower ability students to give simpler, less developed responses to questions and still communicate something at a lower level.

Accessibility considerations

Instructions appear on the student's card in English. There are three bullet points, which instruct the student in clear, short sentences, what they have to do. Photos are presented in black and white format. For visually-impaired candidates, a written description of the photos in English will be provided. The theme to be covered in the unprepared conversation is included in the candidate instructions.

Each photo depicts a topic scene that is easily recognisable to the student. Moreover, the main features of the photo can be identified and described through a basic knowledge of the Higher vocabulary list.

All questions only use grammatical structures from the Subject Content and vocabulary from the Higher list.

Photo card J

Content sampled

Theme 1: People and lifestyle

- Across both photos, the basic setting can be described using the structure *'Es gibt'* and a number of easily identifiable nouns, including *'Wald', 'Baum', 'Fahrrad', 'Restaurant', 'Fenster', 'Tisch', 'Essen'*. The weather in Photo 1 can be described using *'das Wetter', 'sonnig'* and *'schön'*. People can be identified using the plural forms *'Männer'* and *'Frauen'*. Each person's appearance can be described using the simple verb forms *'ist/hat/trägt'*, the noun *'Haare'*, basic adjectives (*groß/klein/jung*) and items of clothing such as *'Hemd', 'Jacke', 'Hose'*. The activity depicted in the photos can be described through the use of the verbs *'sein', 'haben', 'sitzen', 'sprechen', 'lesen', 'essen'*. As this is Higher tier, students may speculate as to the mood of the people with a statement like *'Ich denke, dass die Leute glücklich sind, weil sie lachen/lächeln'*.
- The teacher should then continue exploring the theme 'People and lifestyle' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card K

Content sampled

Theme 1: People and lifestyle

- Across both photos, the basic setting can be described using the structure *'Es gibt'* and a number of easily identifiable nouns, including *'Wald', 'Baum', 'Weg', 'Küche', 'Tisch', 'Essen', 'Gemüse', 'Uhr', 'Handy'*. The weather in Photo 1 can be described using *'das Wetter', 'sonnig'* and *'schön'*. The people and animal can be identified using the singular nouns *'Mann', 'Frau', 'Mädchen', 'Hund'*. Each person's appearance can be described using the simple verb forms *'ist/hat/trägt'*, the noun *'Haare'*, basic adjectives (*groß/klein/alt*) and items of clothing such as *'T-Shirt', 'kurze Hose'* and *'Sportschuhe'*. The activity depicted in the photos can be described through the use of the verbs *'sein', 'haben', 'joggen', 'laufen', 'kochen', 'benutzen'*. As this is Higher tier, students may speculate as to the mood of the people with a statement like *'Ich denke, dass die Leute glücklich sind, weil sie lachen/lächeln'*.
- The teacher should then continue exploring the theme 'People and lifestyle' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card L

Content sampled

Theme 1: People and lifestyle

- Across both photos, the basic setting can be described using the structure *'Es gibt'* and a number of easily identifiable nouns, including *'Schule', 'Kantine', 'Tisch', 'Essen', 'Büro', 'Fenster'*. In Photo 2, sunlight is clearly entering the room and the weather can be described using *'das Wetter', 'sonnig'* and *'schön'*. The people can be identified using *'Jungen', 'Mädchen', 'Schüler*innen', 'Männer', 'Frau'*. Each person's appearance can be described using the simple verb forms *'ist/hat/trägt'*, the noun *'Haare'*, basic adjectives (*groß/klein/alt*) and items of clothing such as *'Hemd', 'Hose', 'Jacke'*. The activity depicted in the photos can be described through the use of the verbs *'sein', 'haben', 'sitzen', 'stehen', 'arbeiten', 'sprechen'* and *'zuhören'*.
As this is Higher tier, students may speculate as to the mood of the students with a statement like *'Ich denke, dass die Schüler glücklich sind, da sie lächeln'*.
- The teacher should then continue exploring the theme 'People and lifestyle' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card M

Content sampled

Theme 2: Popular culture

- Across both photos, the basic setting can be described using the structure *'Es gibt'* and a number of easily identifiable nouns, including *'Stadt(mitte)', 'Straße', 'Gebäude', 'Auto', 'Fenster', 'Kino'*. The weather in Photo 1 can be described using *'das Wetter', 'sonnig'* and *'schön'*. The people can be identified using *'Mädchen', 'Jungen', 'junge Leute'* or *'Jugendliche', 'Männer', 'Frauen'*. Each person's appearance can be described using the simple verb forms *'ist/hat/trägt'*, the noun *'Haare'*, basic adjectives (*groß/klein/alt*) and items of clothing such as *'T-Shirt', 'Hose'* and *'Rock'*. The activity depicted in the photos can be described through the use of the verbs *'sein', 'haben', 'gehen', 'einkaufen', 'sitzen', 'sehen', 'essen'*.
As this is Higher tier, students may speculate as to the mood of the girls in the town and the cinema goes with a statement like *'Ich denke, dass die Mädchen glücklich sind, da sie lächeln/lachen'*.
- The teacher should then continue exploring the theme 'Popular culture' in their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card N

Content sampled

Theme 2: Popular culture

- Across both photos, the basic setting can be described using the structure *'Es gibt'* and a number of easily identifiable nouns, including *'Geburtstag', 'Garten', 'Baum', 'Tisch', 'Kuchen', 'Kamera', 'Hochzeit', 'Zimmer', 'Licht'*. The weather in Photo 1 can be described using *'das Wetter', 'sonnig'* and *'schön'*. The people can be identified using *'Junge(n)', 'Mädchen', 'junge Leute'* or *'Jugendliche', 'Männer', 'Frauen', 'Kind', 'Familie'*. Each person's appearance can be described using the simple verb forms *'ist/hat/trägt'* and the nouns *'Haare', 'Kleid', 'Hemd', 'Hose'*. The activity depicted in the photos can be described through the use of the verbs *'sein', 'haben', 'sitzen', 'feiern', 'tanzen', 'heiraten'*. As this is Higher tier, students may speculate as to

the mood of the people with a statement like *‘Ich denke, dass die zwei Männer glücklich sind, da sie lächeln’*.

- The teacher should then continue exploring the theme ‘Popular culture’ in their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card O

Content sampled

Theme 2: Popular culture

- Across both photos, the basic setting can be described using the structure *‘Es gibt’* and a number of easily identifiable nouns, including *‘Zimmer’, ‘Handy’, ‘Tasche’, ‘Kamera’*. Sunlight is evident in Photo 2 and the weather can be described using *‘das Wetter’, ‘sonnig’* and *‘schön’*. The people can be identified using *‘Mädchen’, ‘Junge(n), ‘junge Leute’* or *‘Jugendliche’, ‘Frau’, ‘Männer’*. Each person’s appearance can be described using the simple verb forms *‘ist/hat/trägt’* and the nouns *‘Haare’, ‘T-Shirt’, ‘Rock’*. The activity depicted in the photos can be described through the use of the verbs *‘sein’, ‘haben’, ‘stehen’, ‘singen’* and *‘Fotos machen’*. As this is Higher tier, students may speculate as to the mood of the young people in Photo 1 with a statement like *‘Ich denke, dass die jungen Leute glücklich sind, da sie lächeln’*.
- The teacher should then continue exploring the theme ‘Popular culture’ in their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card P

Content sampled

Theme 3: Communication and the world around us

- Across both photos, the basic setting can be described using the structure *‘Es gibt’* and a number of easily identifiable nouns, including *‘Küste’, ‘Strand’, ‘Meer’, ‘See’, ‘Wasser’, ‘Ball’, ‘Schloss’, ‘Gebäude’*. The weather can be described using *‘das Wetter’, ‘sonnig’* and *‘schön’*. The people can be identified using the plural forms *‘Jungen’, ‘Mädchen’, ‘junge Leute’* or *‘Jugendliche’*. Each person’s appearance can be described using the simple verb forms *‘ist/hat/trägt’*, the noun *‘Haare’*, basic adjectives (*groß/klein/jung*) and the items of clothing *‘Hemd’, ‘T-Shirt’, ‘Hose’, ‘Jacke’*. The activity depicted in the photo can be described through the use of the verbs *‘sein’, ‘haben’, ‘spielen’, ‘sehen’, ‘besuchen’, ‘benutzen’, ‘Fotos machen’*. As this is Higher tier, students may speculate as to the mood of the people with a statement like *‘Ich denke, dass die Personen glücklich sind, da sie lächeln/lachen’*.
- The teacher should then continue exploring the theme ‘Communication and the world around us’ during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card Q

Content sampled

Theme 3: Communication and the world around us

- Across both photos, the basic setting can be described using the structure *'Es gibt'* and a number of easily identifiable nouns, including *'Haus', 'Wohnzimmer', 'Fenster', 'Tisch', 'Laptop', 'Handy', 'Blume', 'Bilder', 'Bücher'*. Sunlight is clearly entering the room in the first photo and the weather can be described using *'das Wetter', 'sonnig'* and *'schön'*. The people can be identified using *'Mädchen', 'Junge', 'junge Leute', 'Jugendliche', 'Studenten', 'Mann', 'Frau', 'Eltern', 'Kinder', 'Familie'*. Each person's appearance can be described using the simple verb forms *'ist/hat/trägt'* and the nouns *'Haare', 'Hemd', 'Hose'*. The activity depicted in the photos can be described through the use of the verbs *'sein', 'haben', 'sitzen', 'arbeiten', 'anrufen', 'sprechen', 'fernsehen', 'essen'*. As this is Higher tier, students may speculate as to the mood of the people with a statement like *'Ich denke, dass das Mädchen glücklich ist, da sie lächelt/lacht'*.
- The teacher should then continue exploring the theme 'Communication and the world around us' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card R

Content sampled

Theme 3: Communication and the world around us

- Across both photos, the basic setting can be described using the structure *'Es gibt'* and a number of easily identifiable nouns, including *'Stadt(mitte)', 'Straße', 'Gebäude', 'Autos', 'Fahrrad', 'Park', 'Bäume', 'Müll', 'Flaschen'*. The weather can be described using *'das Wetter', 'sonnig'* and *'schön'*.
The people can be identified using collective terms in the first photo: *'Leute', 'Personen', 'Menschen', 'Männer'* and *'Frauen'*. In the second photo, *'Frau', 'Mutter', 'Mann', 'Vater', 'Kinder', 'Sohn', 'Tochter', 'Familie'* could be referenced. The activity depicted in the photo can be described through the use of the verbs *'sein', 'gehen', 'fahren', 'radfahren', 'helfen', 'recyceln', 'sammeln'*.
As this is Higher tier, students may speculate as to the mood of the people in the second photo with a statement like *'Ich denke, dass die Kinder glücklich sind, da sie lächeln/lachen'*.
- The teacher should then continue exploring the theme 'Communication and the world around us' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.