



GCSE

GERMAN

8662/SF+SH

Paper 2 Speaking

Foundation and Higher tiers

Sample assessment material Set 2

Mark scheme

Version: 1.0

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

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

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Step 1 Determine a level

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

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

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

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

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

General principles of marking

In all parts of the test, students can answer using the defined content (vocabulary and grammar) for each tier, with equal credit given for language used that is beyond the defined content but that fulfils the task requirements.

When asking questions, teacher-examiners and students may use informal or formal address with equal credit. This includes the role-play task.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses. Students' preferred ways of referring to themselves and others through the use of pronouns, gendered language and grammatical agreements will be credited by examiners, regardless of whether such usage has been adopted by official language bodies in German-speaking countries.

Timing of the test for marking purposes

Timings for each of the three parts within the test are **recommended but not prescribed**. Therefore, it is the total time for the test for each student which should be observed for assessment purposes.

Timing of the test starts when the teacher-examiner begins the Role-play using the introductory text and ends for the purposes of marking when the maximum time allowed is reached for the tier.

The maximum time is **nine minutes at Foundation tier** for the whole test and **twelve minutes at Higher tier** for the whole test. Once the maximum time is reached for the tier, you must stop marking.

Part 1 – Role play

This part of the test consists of a Role-play which is prepared by the student in the preparation time. Each student completes one Role-play at the tier for which they have been entered. The Role-play is recommended to last between one and one and a half minutes at both tiers.

There are five tasks, each of which is awarded up to 2 marks for AO2.

Assessment criteria for each Role-play task

Mark	AO2
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

- Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes

The maximum mark will be 10 (2 x 5 tasks). See **Appendix A** for a detailed mark scheme for each role play.

Part 2 – Reading aloud task

The Reading aloud task has two elements:

- reading aloud of a text
- answering four compulsory questions specified in the Teacher's role.

Each student prepares one short text in the preparation time. After reading the text out loud, the student takes part in a short unprepared conversation on the topic of the text.

This part of the test is recommended to last between two and two and a half minutes at Foundation tier and between three and three and a half minutes at Higher tier, for both elements of the task combined.

Reading aloud of the text (5 marks AO3)

If students self-correct their pronunciation of a word or words, it is the final, corrected, version that is assessed. If students restart the reading aloud task, it is the final attempt which is marked.

Reading aloud of the text is marked according to the following criteria:

Foundation tier

Level	Mark	AO3
5	5	There may be minor errors and a few major errors in pronunciation.
4	4	There are regular minor and some major errors in pronunciation.
3	3	There are frequent minor and frequent major errors in pronunciation.
2	2	Pronunciation is rarely accurate.
1	1	Pronunciation is very rarely accurate.
0	0	Does not meet the standard required for Level 1 at this tier.

Higher tier

Level	Mark	AO3
5	5	Pronunciation is always or nearly always accurate but there may be an occasional minor error.
4	4	There are a few minor errors in pronunciation.
3	3	There are some minor errors and very occasional major errors in pronunciation.
2	2	There are minor errors and a few major errors in pronunciation.
1	1	There are regular minor and some major errors in pronunciation.
0	0	Does not meet the standard required for Level 1 at this tier.

Notes

- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

Marking guidance

These are examples of major errors of pronunciation that affect communication:

- pronunciation which changes the meaning of a word, eg *schön* rendered as *schon*, *finde* as *feinde*, *möchte* as *mochte*, *für* as *vor*.
- *j* in *Jacke* pronounced as English *j*
- *w* in *Winter* pronounced as English *w*
- *ei* in *mein* pronounced as *ie* or vice versa.

These are examples of more minor errors of pronunciation that **do not** affect communication:

- unsounded Umlaut in words like *Aktivität* ie where the word is still understandable and no new meaning has been created
- *a* in *Ball* pronounced as in English ball
- a short vowel as in *Fluss* sounded as a long vowel as in *Fuß*, and vice versa
- *-b* in *gelb* pronounced as an English *b*
- *-d* in *Land* pronounced as English *d*
- anglicised *q* in *bequem*
- *r* produced as in English very
- anglicised rendering of *sp* and *st*
- *v* in *von* pronounced as English *v*
- *z* in *zehn* pronounced as English *z*.

This is not a comprehensive list. It indicates common errors.

Response to compulsory questions (10 marks AO1)**Foundation and Higher tiers**

After the student has completed the read aloud task, four compulsory questions are asked by the teacher-examiner.

The student's response to the four compulsory questions is marked as a whole, according to the following criteria. Marks are not awarded to individual questions. The same assessment criteria are used at both tiers.

Level	Mark	AO1
5	9-10	• All questions are answered clearly. • At least two answers have an extended response and at least one other is developed well.
4	7-8	• At least three questions are answered clearly. • One answer has an extended response and at least one other is developed well.
3	5-6	• At least two questions are answered clearly. • One answer is developed well and at least one other is developed minimally.
2	3-4	• At least two questions are answered understandably. • One answer is developed minimally.
1	1-2	• At least one question is answered understandably. • The answer(s) may be a very limited response.
0	0	Does not meet the standard required for Level 1 at this tier.

Marking guidance

As regards clarity of response:

Answered clearly	The intended message is clear. There may be minor errors, for example of gender or adjectival agreement, but they have no effect on communication.
Answered understandably	Something is understood from the response, but there is a lack of clarity caused by a grammatical error or mispronunciation which affects communication.

As regards development of answers:

Extended response	A response which contains at least three clauses (a piece of information that includes an appropriate verb): - What do you do at the weekend? - I go to the cinema with my friends and we watch action films. I love action films.
Developed well	A response which contains two clauses (a piece of information that includes an appropriate verb): - What do you think about social media? - I don't like social media because it's boring.
Developed minimally	A response which adds a piece or pieces of information, for example in the form of a noun or adjective: - What do you eat in order to stay healthy? - (I eat) vegetables and fruit.
Limited response	A response which answers the question without any extra information: - How many subjects do you study? - (I study) ten (subjects).

- First of all, determine the number of questions answered clearly or understandably and go to the lowest level where that applies.
- Is the amount of development fulfilled? If so, look at the level above and ask the same question. If the amount of development is fulfilled in that level, look at the next level and continue until the development is insufficient and award a mark at the level where both the number of questions answered and the amount of development have both been achieved.

Example

The student gives two answers in which we understand something. We can understand one of the answers **clearly**. There are minor errors of gender, adjectival agreement and word order in that answer, but it is still clear because there is no problem with communication. The second of the answers uses the correct person but incorrect tense of the verb. For example:

- Where do you usually go with your friends?
- I went to the park.

The incorrect tense leads to a lack of clarity, but we may understand that the student goes to the park with their friends as a response to the question asked.

So, information is conveyed in the answers to two questions, but only one of them is clear. This means that the lowest level that this student can achieve is Level 1, because at least one question is answered understandably. We move up to Level 2 and the criteria for the number of questions answered are achieved (one clear, one understandable). We move to Level 3 and here the criteria for the number of questions answered are not met because there need to be two **clear** answers and we only have one. So, the highest level in which we can award a mark is Level 2.

We now look at the amount of development in the student's two answers. To achieve a mark in Level 2, the student must have developed one of the answers minimally by adding an extra piece of information, for example in the form of a noun or adjective. For example:

- What do you think about rock music?
- It's loud and boring.

If that is the case, the student achieves a mark in Level 2. If both answers are limited and contain no extra information, the mark will be in Level 1.

When deciding on a particular mark, it is advisable to identify the level of marks first, and then decide whether the response is nearer to the descriptors in the level above or the level below. This will enable you to award an appropriate mark within the level.

Part 3 – Discussion of photo card

This part of the test is divided into two sections:

- response to the content of the photos on the card
- unprepared conversation

Each student prepares one Photo card containing two photos from one of the three themes in their preparation time, making notes which can be used during the test. 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.

Part 3 of the test is recommended to last in total between four and five minutes at Foundation tier and between six and seven minutes at Higher tier. This includes the description of the photos **and** the unprepared conversation as shown below.

Response to the content of the photos on the card

The description of the photos is recommended to last approximately one minute at Foundation tier and one and a half minutes at Higher tier.

Unprepared conversation

The unprepared conversation is recommended to last between three and four minutes at Foundation tier and between four and a half and five and a half minutes at Higher tier.

The first part of the test requires the student to describe the photos and is marked according to the following criteria for AO2.

Response to the content of the photos (5 marks AO2)**Foundation tier**

Level	Mark	AO2
5	5	- Quite a lot of information is conveyed. - Information may lack clarity from time to time.
4	4	- Some information is conveyed. - Information lacks clarity from time to time.
3	3	- Some information is conveyed. - Information lacks clarity from time to time and occasionally messages break down.
2	2	- Little information is conveyed. - Messages regularly break down.
1	1	- Very little information is conveyed. - Messages regularly break down or the very little language produced is barely understandable.
0	0	Does not meet the standard required for Level 1 at this tier.

Notes

- AO2 marks are awarded for the student's response to the content of the photos, in reply to the teacher's prompt 'Tell me about the photos'. Students must talk about both photos, but coverage need not be equal. The minimum requirement for each photo is for students to say one thing.
- If a student only speaks about one photo, there is a deduction of one mark. So, if according to the criteria three marks would have been awarded, this is reduced to two. However, if the mark would have been one, no deduction is made.

Marking guidance

As regards clarity of response:

Lacks clarity	Something is understood from the response, but there is a lack of clarity caused by a grammatical error or mispronunciation which affects communication.
Messages break down	Errors of grammar, pronunciation and/or inappropriate vocabulary mean that the intended message is not conveyed.

Higher tier

Level	Mark	AO2
5	5	- A lot of information is conveyed. - Information is always conveyed clearly.
4	4	- A lot of information is conveyed. - Information is nearly always conveyed clearly.
3	3	- Quite a lot of information is conveyed. - Information is nearly always conveyed clearly.
2	2	- Quite a lot of information is conveyed. - Information may lack clarity from time to time.
1	1	- Some information is conveyed. - Information lacks clarity from time to time.
0	0	Does not meet the standard required for Level 1 at this tier.

Notes

- AO2 marks are awarded for the student's response to the content of the photos, in reply to the teacher's prompt 'Tell me about the photos'. Students must talk about both photos, but coverage need not be equal. The minimum requirement for each photo is for students to say one thing.
- If a student only speaks about one photo, there is a deduction of one mark. So, if according to the criteria three marks would have been awarded, this is reduced to two. However, if the mark would have been one, no deduction is made.

Marking guidance

As regards clarity of response:

Conveyed clearly	The intended message is clear. There may be minor errors, for example of gender or adjectival agreement, but they have no effect on communication.
Lacks clarity	Something is understood from the response, but there is a lack of clarity caused by a grammatical error or mispronunciation which affects communication.

Photo card unprepared conversation (15 marks AO1)

The second part of the Photo card task requires each student to take part in an unprepared conversation on any or all of the three topics within the theme of the Photo card.

Marks are awarded for each of AO1 and AO3 for this part of the test.

Foundation tier

Marks for AO1 and for AO3 are awarded based on the conversation following the student's response to the content of the photos.

Level	Mark	AO1
5	13-15	• Quite a lot of information is conveyed. • Regular good development of responses. • Information may lack clarity from time to time.
4	10-12	• Some information is conveyed. • Some good development and regular minimal development of responses. • Information lacks clarity from time to time.
3	7-9	• Some information is conveyed. • Regular minimal development of responses. • Information lacks clarity from time to time and occasionally messages break down.
2	4-6	• Little information is conveyed. • Limited responses with occasional minimal development. • Messages regularly break down.
1	1-3	• Very little information is conveyed. • Limited responses. • Messages regularly break down or hardly anything is said.
0	0	Does not meet the standard required for Level 1 at this tier.

Marking guidance

As regards development of answers:

Good development	A response which contains two clauses (a piece of information that includes an appropriate verb): - What do you think about social media? - I don't like social media because it's boring.
Minimal development	A response which adds a piece or pieces of information, for example in the form of a noun or adjective: - What do you eat in order to stay healthy? - (I eat) vegetables and fruit.
Limited response	A response which answers the question without any extra information: - How many subjects do you study? - (I study) ten (subjects).

As regards clarity of response:

Lacks clarity	Something is understood from the response, but there is a lack of clarity caused by a grammatical error or mispronunciation which affects communication.
Messages break down	Errors of grammar, pronunciation and/or inappropriate vocabulary mean that the intended message is not conveyed.

Higher tier

Marks for AO1 and for AO3 are awarded based on the conversation following the student's response to the content of the photos.

Level	Mark	AO1
5	13-15	• A lot of information is conveyed. • Consistent good development with regular extended responses. • Information is always or nearly always conveyed clearly.
4	10-12	• A lot of information is conveyed. • Consistent good development with some extended responses. • Information is conveyed clearly, but with occasional lapses.
3	7-9	• Quite a lot of information is conveyed. • Consistent good development with occasional extended responses. • Information is generally conveyed clearly.
2	4-6	• Quite a lot of information is conveyed. • Regular good development of responses. • Information may lack clarity from time to time.
1	1-3	• Some information is conveyed. • Some good development and regular minimal development of responses. • Information lacks clarity from time to time.
0	0	Does not meet the standard required for Level 1 at this tier.

Marking guidance

As regards development of answers:

Extended response	A response which contains at least three clauses (a piece of information that includes an appropriate verb): - What do you do at the weekend? - I go to the cinema with my friends and we watch action films. I love action films.
Good development	A response which contains two clauses (a piece of information that includes an appropriate verb): - What do you think about social media? - I don't like social media because it's boring.
Minimal development	A response which adds a piece or pieces of information, for example in the form of a noun or adjective: - What do you eat in order to stay healthy? - (I eat) vegetables and fruit.

As regards clarity of response:

Conveyed clearly	The intended message is clear. There may be minor errors, for example of gender or adjectival agreement, but they have no effect on communication.
Lacks clarity	Something is understood from the response, but there is a lack of clarity caused by a grammatical error or mispronunciation which affects communication.

Photo card unprepared conversation (5 marks AO3)**Foundation tier**

Level	Mark	AO3
5	5	- Good variety of vocabulary and structures, but with some repetition. - There may be frequent minor errors. Some major errors may occur even in basic language.
4	4	- Some variety of vocabulary and structures, but with regular repetition. - Frequent minor errors and some major errors in most responses to questions.
3	3	- Limited variety of vocabulary and structures with regular repetition. - Very frequent minor and frequent major errors in most responses to questions.
2	2	- Very limited variety of vocabulary and structures with regular repetition. - Very frequent minor and very frequent major errors in nearly all responses to questions.
1	1	- Hardly any variety of vocabulary and structures. - Minor and major errors in all responses to questions.
0	0	The language does not meet the standard required for Level 1 at this tier.

Notes

- A mark of zero for AO1 automatically results in a mark of zero for AO3, but, apart from that, the AO1 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

Higher tier

Level	Mark	AO3
5	5	- Wide variety of vocabulary and structures. - There may be a few minor errors. Few or no major errors when more complex language is attempted.
4	4	- Very good variety of vocabulary and structures. - Some minor errors. Some major errors when more complex language is attempted.
3	3	- Good variety of vocabulary and structures, but with occasional repetition. - Quite a lot of minor errors. Occasional major errors, not only in attempts at more complex language.
2	2	- Good variety of vocabulary and structures, but with some repetition. - Frequent minor errors. Some major errors which occur even in basic language.
1	1	- Some variety of vocabulary and structures, but with regular repetition. - Frequent minor errors and some major errors in most responses to questions.
0	0	The language does not meet the standard required for Level 1 at this tier.

Notes

- A mark of zero for AO1 automatically results in a mark of zero for AO3, but, apart from that, the AO1 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

Marking guidance

As regards errors of language:

A **minor** error is a grammatical inaccuracy which does not affect communication, eg incorrect gender/adjectival agreement, word order or a minor mispronunciation, which does not hinder communication. For example:

- Ich wohne in eine Haus aber es ist sehr kleine.*
- In mein Stadt es gibt ein Bahnhof.*

A **major** error is one which affects immediate understanding, often a problem with the tense of a verb or a more serious mispronunciation which would make comprehension difficult. For example:

- Letzte Woche ich gehe ins Kino.*
- Deutsch ist einfacher dann Kunst.*
- Der Park ist sehr schon.*

Examples of **major errors in basic** language:

- Omission of, or use of a wrong verb form, eg
 - *Ich gern Fußball.*
 - *Der ist ein Park.*
- Use of a misleading preposition, eg
 - *Ich fahre auf dem Bus.*
 - *Das ist meine Meinung auf meiner Stadt.*
- Use of a wrong question word, eg
 - *Was ist das Wetter?*
 - *Wenn spielst du Tennis?*

Examples of **major errors in more complex** language:

- Use of a present tense when referring to a past event, eg
 - *Letzte Woche gehe ich ins Kino.*
- Mixing tenses, eg
 - *In der Zukunft werde ich in Deutschland gewohnt.*
- Missing infinitive, eg
 - *Ich werde heute Abend Fußball.*
- Omission of verb in a subordinate clause, eg
 - *Ich gehe schwimmen, wenn das Wetter sonnig.*

Appendix A: Detailed role play mark scheme

Note: OAR means Otherwise Acceptable Response

Foundation Role Play 1				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say one activity you do for your health.	One clearly stated activity. Verb required. For example: <i>Ich spiele Fußball.</i> / <i>Ich gehe ins Fitness-Studio.</i> / <i>ich esse Obst.</i>	Indication of an activity but no verb used. For example: <i>Tennis.</i> Use of 'für meine gesund' in OAR.	No reference to an activity.
2	Say what your favourite food is. (Give one detail.)	Any clearly stated positive opinion about a food item. Verb required. For example: <i>Mein Lieblingsessen ist Pommes.</i> / <i>Wurst ist lecker!</i>	Food item stated in isolation.	No food item recognisably pronounced.
3	Ask your friend a question about restaurants.	One clear question about eating out. Verb required. For example: <i>Wie oft gehst du ins Restaurant?</i> / <i>Was ist dein Lieblingsrestaurant?</i> / <i>Ich hasse McDonalds. Und du?</i> Allow use of formal address.	An attempt at a question with no verb but some message. For example: <i>Du gern Burger King?</i>	Any restaurant-related word stated in isolation. For example: <i>Restaurant?</i>
4	Say how often you eat fast food.	One clear time phrase with a verb. For example: <i>Ich esse manchmal Fastfood.</i> / <i>Am Samstag esse ich Pommes.</i>	No verb in OAR. For example: <i>Nie.</i> Anglicised ' <u>J</u> eden Tag' or ' <u>E</u> inmal in der <u>W</u> oche'.	No reference to time.
5	Give one opinion about the food at school.	One clear opinion about the food at school. Verb required. For example: <i>Das Essen (in der Schule) ist gut.</i> / <i>Ich hasse die Pommes.</i>	No verb in OAR. Use of ' <i>Ich feinde</i> ' in OAR.	No opinion given.

Foundation Role Play 2				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say where you work at the weekend. (Give one detail.)	One clearly stated place of work or job. Verb required. For example: <i>Ich arbeite (am Wochenende) in einem Geschäft. / Mein Job ist Kellnerin.</i>	Place of work or job stated without a verb. Mispronounced 'arb <u>b</u> iete' in OAR.	No reference to a place of work or job. Company name stated in isolation. For example: <i>Burger King.</i>
2	Say how you go to work. (Give one detail.)	One clear reference to a mode of transport. Verb required. For example: <i>Ich fahre mit dem Bus. / Ich gehe zu Fuß.</i> Allow short vowel sound on 'Fuß'.	No verb used in OAR. Mispronounced 'B <u>u</u> s' or 'Orto' in OAR. Use of 'a <u>u</u> f dem Bus' in OAR.	No reference to means of transport.
3	Say one thing about your working hours.	One clear statement about the working hours. Verb required. For example: <i>Ich arbeite für zwei Stunden. / Die Arbeit beginnt um acht Uhr. / Ich gehe um zwei Uhr nach Hause.</i>	No verb used in OAR.	No reference to the working hours.
4	Give one opinion about your job.	One clear opinion about a job. Verb required. For example: <i>Mein Job ist gut. / Ich hasse die Arbeit. / Die Kollegen sind nett.</i>	No verb in OAR. Use of 'Ich <u>f</u> einde' in OAR.	No opinion given.
5	Ask your friend a question about money.	One clear question about money. Verb required. For example: <i>Hast du Geld? / Wie viel verdienst du? / Ich kaufe Kleidung. Und du?</i> Allow use of formal address.	An attempt at a question with no verb but some message. For example: <i>Dein Geld?</i>	Any money-related word stated in isolation. For example: <i>Geld?</i>

Foundation Role Play 3				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say one activity you do after school.	One clearly stated activity. Verb required. For example: <i>Ich spiele Fußball (nach der Schule).</i> / <i>Ich gehe ins Fitness-Studio.</i>	Indication of an activity but no verb used. For example: <i>Tennis.</i> Anglicised 'Skoole' in OAR.	No reference to an activity.
2	Ask your friend a question about films.	One clear question about films. Verb required. For example: <i>Wie findest du Filme?</i> / <i>Siehst du Krimis?</i> / <i>Ich mag Komödien. Und du?</i> Allow use of formal address.	An attempt at a question with no verb but some message. For example: <i>Dein Lieblingsfilm?</i>	Any film-related word stated in isolation. For example: <i>Film?</i>
3	Say how often you go to the cinema.	One clear time phrase with a verb. For example: <i>Ich gehe oft (ins Kino).</i> / <i>Am Samstag sehe ich einen Film (im Kino).</i>	No verb in OAR. For example: <i>Nie.</i> Anglicised ' <u>J</u> eden Tag' or ' <u>E</u> inmal in der <u>W</u> oche'.	No reference to time.
4	Say who you go shopping with. (Give one detail.)	One clear reference to a person. Verb required. For example: <i>Ich gehe mit meinen Freunden (einkaufen).</i> / <i>Ich kaufe allein ein.</i>	No verb in OAR. For example: <i>(Mit) meiner Mutter.</i>	No reference to another person or self.
5	Give one opinion about the shops in your town.	One clear opinion about shops. Verb required. For example: <i>Die Geschäfte (in meiner Stadt) sind gut.</i> / <i>Ich liebe den Supermarkt.</i> / <i>Sie sind toll.</i> / <i>Tesco ist gut.</i>	No verb in OAR. Use of ' <i>Ich feinde</i> ' in OAR.	No opinion given.

Foundation Role Play 4				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say what your favourite month is.	Any clearly stated positive opinion about a month. Verb required. For example: <i>Mein Lieblingsmonat ist Juni. / Dezember ist gut.</i>	Month stated in isolation. Anglicised ' <u>J</u> anuar / <u>J</u> uni / <u>J</u> uli'.	No month recognisably pronounced.
2	Say one thing about the weather today.	One clear detail about the weather. Verb required. For example: <i>Das Wetter (heute) ist sonnig. / Es ist kalt.</i>	No verb in OAR. Anglicised ' <u>W</u> etter' in OAR. <i>Es ist regnet.</i>	No reference to weather.
3	Ask your friend a question about holidays.	One clear question about holidays. Verb required. For example: <i>Wie findest du die Ferien? / Wohin fährst du in den Urlaub? / Ich fahre nach Frankreich. Und du?</i> Allow use of formal address.	An attempt at a question with no verb but some message. For example: <i>Deine Pläne für die Ferien?</i>	Any holiday-related word stated in isolation. For example: <i>Urlaub?</i>
4	Say one activity you do in the holidays.	One clearly stated activity. Verb required. For example: <i>Ich spiele Fußball. / Ich fahre nach Deutschland.</i>	Indication of an activity but no verb used. For example: <i>Tennis.</i>	No reference to an activity.
5	Say who you spend time with at the weekend. (Give one detail.)	One clear reference to a person. Verb required. For example: <i>Ich verbringe Zeit mit Freunden. / Ich spiele Fußball mit Sam.</i>	No verb in OAR. For example: <i>(Mit) meiner Mutter. / Mit Josh.</i>	A person's name stated in isolation. For example: <i>Josh.</i>

Foundation Role Play 5				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say one activity you do on the computer.	One clearly stated computer-related activity. Verb required. For example: <i>Ich spiele Fortnite.</i> / <i>Ich mache Hausaufgaben.</i>	Indication of an activity but no verb used. For example: <i>Hausaufgaben.</i>	No reference to an activity.
2	Say one place where you use technology. (Give one detail.)	One clearly stated place . Verb required. For example: <i>Ich benutze Technologie in der Schule.</i> / <i>Ich spiele auf meinem Tablet zu Hause.</i> Allow anglicised 'Technologie' in OAR.	Place stated without a verb.	No reference to a place .
3	Give one opinion about mobile phones.	One clear opinion about mobile phones. Verb required. For example: <i>Ich mag Handys.</i> / <i>Sie sind cool.</i>	No verb in OAR. Use of 'Ich <u>feinde</u> ' in OAR.	No opinion given.
4	Say when you use social media. (Give one detail.)	A clearly stated time phrase with a verb. For example: <i>Ich benutze jeden Tag die sozialen Medien.</i> / <i>Ich gehe in der Pause auf Instagram.</i> Accept: <i>Ich benutze Snapchat im Auto / im Bus.</i>	Time stated without a verb.	No reference to time.
5	Ask your friend a question about apps.	One clear question about apps. Verb required. For example: <i>Wie findest du Apps?</i> / <i>Hast du eine Lieblingsapp?</i> / <i>Ich benutze Whatsapp. Und du?</i> Allow use of formal address.	An attempt at a question with no verb but some message. For example: <i>Die beste App?</i>	Any app-related word stated in isolation. For example: <i>Apps?</i>

Foundation Role Play 6				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say one place you go in your local area.	One clearly stated place. Verb required. For example: <i>Ich gehe ins Kino. / Ich spiele Fußball im Park. / Ich kaufe Fastfood in Burger King.</i>	Indication of an activity but no verb used. For example: <i>Geschäfte.</i>	The name of a place stated in isolation. For example: <i>Nandos.</i>
2	Give one opinion about your town.	One clear opinion about the town. Verb required. For example: <i>Ich mag meine Stadt. / Sie ist langweilig. / Southampton ist toll.</i>	No verb in OAR. Use of ' <i>Ich feinde</i> ' in OAR.	No opinion given.
3	Say one environmental problem in your local area.	One clearly stated environmental problem. Verb required. For example: <i>Ein Umweltproblem (in meiner Gegend) ist der Müll. / Es gibt viele Autos.</i>	No verb in OAR. Use of ' <i>Der ist</i> ' in OAR. Anglicised ' <i>Problem</i> ' in OAR.	No environmental context.
4	Say one thing you do for the environment.	One clearly stated activity. Verb required. For example: <i>Ich recycle.</i>	Indication of an activity but no verb used. For example: <i>Fahrrad.</i> Anglicised ' <i>recycle</i> ' in OAR.	An activity unrelated to environmental protection.
5	Ask your friend a question about transport.	One clear question about transport. Verb required. For example: <i>Hast du ein Auto? / Ich fahre Rad. Und du?</i> Allow use of formal address.	An attempt at a question with no verb but some message. For example: <i>Ein Auto?</i>	Any transport-related word stated in isolation. For example: <i>Verkehrsmittel?</i>

Higher Role Play 7				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say what you do to stay healthy. (Give two details.)	Two clearly stated details. Verb required. For example: <i>Ich gehe schwimmen und esse Obst. / Ich spiele oft Fußball.</i>	No verb used. For example: <i>Tennis.</i> Only one detail given.	No detail relating to health.
2	Ask your friend a question about healthy eating.	One clear question about healthy eating. Verb required. For example: <i>Isst du gesund? / Magst du Obst? / Ich esse kein Fastfood. Und du?</i> Allow use of formal address.	An attempt at a question with no verb but some message. For example: <i>Dein Lieblingsobst?</i>	Reference to food with no health context. For example: <i>Was ist dein Lieblingsessen?</i> Reference to health with no food context.
3	Say what you think about alcohol and why. (Give one opinion and one reason.)	One clearly justified opinion about alcohol. Verb required. For example: <i>Ich trinke nicht gern Alkohol, weil es gefährlich ist. / Ich hasse Bier. Es ist nicht gut. / Nicht gut. Es ist ungesund.</i>	No verb used. Opinion given but no reason. Mispronounced ' <u>wie</u> l' in OAR.	No opinion or reason.
4	Say what sport you have done recently. (Give two details.)	Two clearly stated details about recent sporting activity. Verb required. For example: <i>Ich habe Fußball gespielt und es war toll. / Letzte Woche bin ich schwimmen gegangen.</i>	No verb used. Only one detail given. Use of present tense. Auxiliary verb missing in perfect tense. For example: <i>Ich Fußball (im Park) gespielt.</i>	No reference to sport.
5	Give one positive aspect of going to the gym.	One clearly stated positive aspect. Verb required. For example: <i>Man kann fit bleiben.</i>	No verb used.	No positive aspect given.

Higher Role Play 8				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say where you live. (Give two details.)	Two clearly stated details about a place/area of residence. Verb required. For example: <i>Ich wohne in einem Haus in der Stadt. / Meine Gegend ist schön und sauber.</i>	No verb used. For example: <i>In einem Haus.</i> Only one detail given.	No reference to location.
2	Describe the weather yesterday. (Give two details.)	Two clearly stated details about the weather yesterday. Verb required. For example: <i>Es war heiß und sonnig.</i>	No verb used. For example: <i>Kalt und nicht gut.</i> Only one detail given. Use of present tense. <i>Es war regnet.</i>	No reference to weather.
3	Say what your favourite place in town is and why. (Give one place and one reason.)	One clearly justified positive opinion about a place in town. Verb required. For example: <i>Mein Lieblingsort ist das Fitness-Studio, weil es toll ist. / Ich mag das Kino. Man kann gute Filme sehen. / Der Park. Ich sehe meine Freunde.</i>	No verb used. Opinion given but no reason. Mispronounced ' <u>wie</u> l' in OAR.	No opinion or reason.
4	Give one negative aspect of living in a town.	One clearly stated negative aspect. Verb required. For example: <i>Es gibt viele Leute.</i>	No verb used. Use of ' <i>Der ist</i> ' in OAR.	No negative aspect given.
5	Ask your friend a question about what they do for the environment.	One clear question about protecting the environment. Verb required. For example: <i>Was machst du, um die Umwelt zu schützen? / Recycelst du? / Ich spare Wasser. Und du?</i> Allow use of formal address.	An attempt at a question with no verb but some message. For example: <i>Du umweltfreundlich?</i>	Any environment-related word stated in isolation. For example: <i>Recycling?</i>

Higher Role Play 9				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say one activity you do in your free time and when.	One clearly stated activity and time. Verb required. For example: <i>Ich spiele Fußball am Samstag.</i>	No verb used. For example: <i>Tennis am Wochenende.</i> Activity with no time stated.	No reference to activity or time.
2	Say what you think about sport and why. (Give one opinion and one reason.)	One clearly justified opinion about sport. Verb required. For example: <i>Ich mag Sport, weil es gesund ist. / Ich hasse Sport. Es ist langweilig. / Gut. Ich laufe gern.</i>	No verb used. Opinion given but no reason. Mispronounced ' <u>wie</u> l' in OAR.	No opinion or reason.
3	Give one negative aspect of watching television.	One clearly stated negative aspect. Verb required. For example: <i>Fernsehen ist nicht gesund. / Es ist langweilig.</i>	No verb used.	No negative aspect given.
4	Ask your friend a question about listening to music.	One clear question about listening to music. Verb required. For example: <i>Hörst du Musik? / Hast du ein Lieblingslied? / Ich mag Drake. Und du?</i> Allow use of formal address.	An attempt at a question with no verb but some message. For example: <i>Dein Lieblingssänger?</i>	Any music-related word stated in isolation. For example: <i>Rapmusik?</i>
5	Describe your plans for next week. (Give two details.)	Two clear details about future plans. Verb required. For example: <i>Ich will / möchte / werde Fußball spielen, weil es Spaß macht.</i> Allow use of present tense to indicate immediate future. For example: <i>Ich gehe mit Freunden ins Kino.</i> Allow anglicised ' <u>n</u> ächste Woche' in OAR.	Only one detail given. Use of a future/past mix. For example: <i>Ich werde mit Freunden <u>gespielt</u>.</i> An indication of an activity but no verb used. For example: <i>Fußball im Park.</i>	Use of past tense. For example: <i>Nächste Woche habe ich Tennis gespielt.</i>

Higher Role Play 10				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say what you think about school and why. (Give one opinion and one reason.)	One clearly justified opinion about an aspect of school. Verb required. For example: <i>Ich hasse die Schule, weil sie langweilig ist. / Ich mag Deutsch. Es ist interessant. / Nicht gut. Die Lehrer sind blöd.</i>	No verb used. Opinion given but no reason. Mispronounced ' <u>wie</u> ' in OAR.	No opinion or reason.
2	Ask your friend a question about a school subject.	One clear question about a school subject. Verb required. For example: <i>Lernst du Deutsch? / Ich mag Mathe. Und du? / Was ist dein Lieblingsfach?</i> Allow use of formal address.	An attempt at a question with no verb but some message. For example: <i>Deine Noten in Mathe?</i>	No reference to a specific subject. For example: <i>Was lernst du?</i>
3	Describe your plans for next year. (Give two details.)	Two clear details about future plans. Verb required. For example: <i>Ich will / möchte / werde mit Freunden nach Deutschland fahren.</i> Allow use of present tense to indicate immediate future. For example: <i>Ich lerne Deutsch und Mathe.</i> Allow anglicised ' <u>n</u> ächstes Jahr' in OAR.	Only one detail given. Use of a future/past mix. For example: <i>Ich werde Englisch und Mathe <u>gelernt</u>.</i> An indication of an activity but no verb used. For example: <i>In der Schule.</i>	Use of past tense. For example: <i>Nächstes Jahr habe ich Deutsch gelernt.</i>
4	Say what you do with your money. (Give two details.)	Two clearly stated details about using money. Verb required. For example: <i>Ich kaufe Fastfood und Geschenke. / Ich gehe am Wochenende ins Kino. / Ich spare viel Geld.</i>	No verb used. Only one detail given. For example: <i>Ich spare Geld.</i>	No reference to using money. For example: <i>Ich bekomme zwanzig Euro.</i>
5	Give one negative aspect of having a job.	One clearly stated negative aspect. Verb required. For example: <i>Die Arbeit ist sehr langweilig.</i>	No verb used.	No negative aspect given.

Higher Role Play 11				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say how you use your mobile phone. (Give two details.)	Two clearly stated details about using a phone. Verb required. For example: <i>Ich simse und spiele Fortnite.</i>	No verb used. Only one detail given.	No reference to using a phone. For example: <i>Mein Handy ist gut.</i>
2	Give one negative aspect of technology.	One clearly stated negative aspect. Verb required. For example: <i>Technologie ist gefährlich. / Ein Computer ist sehr langsam.</i>	No verb used.	No negative aspect given.
3	Ask your friend a question about technology in school.	One clear question about technology in school. Verb required. For example: <i>Gibt es viele Computer in deiner Schule? / Benutzt du dein Handy in der Pause? / Ich benutze mein Handy in Deutsch. Und du?</i> Allow use of formal address.	No reference to school in OAR. An attempt at a question with no verb but some message. For example: <i>Computer in deiner Schule?</i>	No reference to technology in school.
4	Say what you have done recently on a computer. (Give two details.)	Two clear details about recent activity on a computer. Verb required. For example: <i>Ich habe einen Film gesehen und Hausaufgaben gemacht. / Ich habe ein Video gesehen, und es war toll.</i>	Only one detail given. No verb used. For example: <i>Hausaufgaben.</i> Auxiliary verb missing in perfect tense. For example: <i>Ich einen Film gesehen.</i> Use of present tense.	Use of future tense.
5	Say what you think about online shopping and why. (Give one opinion and one reason.)	One clearly justified opinion about online shopping. Verb required. For example: <i>Ich mag online Einkaufen / Shopping, weil es billig ist. / Ich kaufe gern Kleidung im Internet. Es ist einfach. / Super. Es ist einfach.</i>	No verb used. Opinion given but no reason. Mispronounced ' <u>w</u> iel' in OAR.	No opinion or reason.

Higher Role Play 12				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Give one positive aspect of the school holidays.	One clearly stated positive aspect. Verb required. For example: <i>Man muss nicht früh aufstehen.</i>	No verb used. For example: <i>Keine Hausaufgaben.</i>	No positive aspect given.
2	Say where you go in the school holidays. (Give two details.)	Two clear details about going to a place. Verb required. For example: <i>Ich fahre nach Spanien, weil das Wetter gut ist. / Ich spiele Fußball im Park.</i>	Only one detail given. No verb used. For example: <i>Nach Deutschland mit Freunden.</i>	No reference to a place.
3	Say what sort of weather you like. (Give two details.)	Two clear details about preferred weather. Verb required. For example: <i>Ich mag heißes Wetter und die Sonne. / Kaltes Wetter im Winter ist gut.</i>	Only one detail given. No verb used. For example: <i>Schön (und sonnig).</i>	No positive opinion about the weather.
4	Describe the last school holidays. (Give two details.)	Two clear details about the last school holidays. Verb required. For example: <i>Ich bin mit meiner Familie nach Deutschland gefahren. / Ich habe Fußball gespielt, und es war toll.</i>	Only one detail given. No verb used. For example: <i>Nach Deutschland.</i> Auxiliary verb missing in perfect tense. For example: <i>Ich Tennis gespielt.</i> Use of present tense.	Use of future tense.
5	Ask your friend a question about going abroad.	One clear question about going abroad. Verb required. For example: <i>Fährst du ins Ausland? / Wie findest du + name of country? / Ich fahre in die Schweiz. Und du?</i> Allow use of formal address.	An attempt at a question with no verb but some message. For example: <i>Nach England?</i>	No reference to abroad or a country.