



GCSE

GERMAN

8662/SF+SH

Paper 2 Speaking

Foundation and Higher tiers

Mark scheme

Version: 1.1

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

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

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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 two 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	<ul style="list-style-type: none"> All questions are answered clearly. At least two answers have an extended response and at least one other is developed well.
4	7-8	<ul style="list-style-type: none"> At least three questions are answered clearly. One answer has an extended response and at least one other is developed well.
3	5-6	<ul style="list-style-type: none"> At least two questions are answered clearly. One answer is developed well and at least one other is developed minimally.
2	3-4	<ul style="list-style-type: none"> At least two questions are answered understandably. One answer is developed minimally.
1	1-2	<ul style="list-style-type: none"> 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): <ul style="list-style-type: none"> - 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): <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> • Quite a lot of information is conveyed. • Information may lack clarity from time to time.
4	4	<ul style="list-style-type: none"> • Some information is conveyed. • Information lacks clarity from time to time.
3	3	<ul style="list-style-type: none"> • Some information is conveyed. • Information lacks clarity from time to time and occasionally messages break down.
2	2	<ul style="list-style-type: none"> • Little information is conveyed. • Messages regularly break down.
1	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • A lot of information is conveyed. • Information is always conveyed clearly.
4	4	<ul style="list-style-type: none"> • A lot of information is conveyed. • Information is nearly always conveyed clearly.
3	3	<ul style="list-style-type: none"> • Quite a lot of information is conveyed. • Information is nearly always conveyed clearly.
2	2	<ul style="list-style-type: none"> • Quite a lot of information is conveyed. • Information may lack clarity from time to time.
1	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Quite a lot of information is conveyed. • Regular good development of responses. • Information may lack clarity from time to time.
4	10–12	<ul style="list-style-type: none"> • Some information is conveyed. • Some good development and regular minimal development of responses. • Information lacks clarity from time to time.
3	7–9	<ul style="list-style-type: none"> • Some information is conveyed. • Regular minimal development of responses. • Information lacks clarity from time to time and occasionally messages break down.
2	4–6	<ul style="list-style-type: none"> • Little information is conveyed. • Limited responses with occasional minimal development. • Messages regularly break down.
1	1–3	<ul style="list-style-type: none"> • 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	<p>A response which contains two clauses (a piece of information that includes an appropriate verb):</p> <ul style="list-style-type: none"> - What do you think about social media? - I don't like social media because it's boring.
Minimal development	<p>A response which adds a piece or pieces of information, for example in the form of a noun or adjective:</p> <ul style="list-style-type: none"> - What do you eat in order to stay healthy? - (I eat) vegetables and fruit.
Limited response	<p>A response which answers the question without any extra information:</p> <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> • A lot of information is conveyed. • Consistent good development with regular extended responses. • Information is always or nearly always conveyed clearly.
4	10–12	<ul style="list-style-type: none"> • A lot of information is conveyed. • Consistent good development with some extended responses. • Information is conveyed clearly, but with occasional lapses.
3	7–9	<ul style="list-style-type: none"> • Quite a lot of information is conveyed. • Consistent good development with occasional extended responses. • Information is generally conveyed clearly.
2	4–6	<ul style="list-style-type: none"> • Quite a lot of information is conveyed. • Regular good development of responses. • Information may lack clarity from time to time.
1	1–3	<ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> - 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): <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Some variety of vocabulary and structures, but with regular repetition. • Frequent minor errors and some major errors in most responses to questions.
3	3	<ul style="list-style-type: none"> • Limited variety of vocabulary and structures with regular repetition. • Very frequent minor and frequent major errors in most responses to questions.
2	2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Very good variety of vocabulary and structures. • Some minor errors. Some major errors when more complex language is attempted.
3	3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Good variety of vocabulary and structures, but with some repetition. • Frequent minor errors. Some major errors which occur even in basic language.
1	1	<ul style="list-style-type: none"> • 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 what sort of person you are. (Give one detail.)	One characteristic clearly stated. Verb required. For example: <i>Ich bin freundlich.</i>	No verb used in OAR. For example: <i>Nett.</i> Anglicised ' <i>freundlich</i> ' in OAR.	Only description of appearance.
2	Say one activity you do with friends.	One clearly stated activity. Verb required. For example: <i>Ich spiele Fußball (mit Freunden).</i> / <i>Wir gehen ins Kino.</i>	Indication of an activity but no verb used. For example: <i>Kino.</i> Anglicised ' <i>Freunden</i> ' in OAR.	No reference to an activity.
3	Say how often you see your friends.	Any clear time phrase with a verb. For example: <i>Ich sehe manchmal meine Freunde.</i> / <i>Wir treffen uns am Samstag.</i>	A time phrase with no verb. Anglicised ' <i>Jeden Tag</i> ' or ' <i>Einmal in der Woche</i> '.	No reference to time.
4	Say one thing about your best friend.	One clearly stated detail about a best friend. Verb required. For example: <i>Mein bester Freund ist nett.</i> / <i>Sie heißt Katie.</i>	Anglicised ' <i>Friend</i> / <i>Friendin</i> ' in OAR.	No reference to a third person.
5	Ask your friend a question about their age.	One clear question about age. Verb required. For example: <i>Wie alt bist du?</i> / <i>Bist du sechzehn (Jahre alt)?</i> / <i>Du bist dreizehn?</i> (with rising intonation). / <i>Ich bin sechzehn. Und du?</i> Allow use of formal address.	An attempt at a question with no verb but some message. For example: <i>(Und) du vierzehn?</i>	An unrecognisable number. <i>Wie alt ist dein Freund?</i>

Foundation Role Play 2				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say one activity you do for your fitness.	One fitness activity clearly stated. Verb required. For example: <i>Ich gehe joggen. / Fußball spielen. / Ich esse kein Obst.</i>	Indication of an activity but no verb used. For example: <i>Tennis.</i>	Any activity unrelated to fitness.
2	Say how often you do sport.	One clear time phrase with a verb. For example: <i>Ich treibe manchmal Sport. / Am Samstag mache ich Sport.</i>	No verb in OAR. For example: <i>Nie.</i> Anglicised ' <u>Jeden Tag</u> ' or ' <u>Einmal in der Woche</u> '.	No reference to time.
3	Say what you like to eat. (Give one detail.)	One clear positive opinion about a food item. Verb required. For example: <i>Ich mag Obst. / Wurst ist gut. / Ich finde Pommes lecker.</i>	No verb and food item stated in isolation. For example: <i>Pommes.</i>	No reference to a food item.
4	Give one opinion about smoking.	One clear opinion about smoking. Verb required. For example: <i>Rauchen ist nicht gut. / Es ist schmutzig.</i>	Use of ' <i>Ich <u>feinde</u></i> ' in OAR.	No opinion given.
5	Ask your friend a question about drinks.	One clear question about drinks. Verb required. For example: <i>Was trinkst du? / Du trinkst Cola?</i> (with rising intonation). <i>Ich trinke viel Wasser. Und du?</i> Allow use of formal address.	<i>Wie <u>feindest</u> du Cola?</i> An attempt at a question with no verb but some message. For example: <i>Und Wasser?</i>	Any drinks-related word stated in isolation. For example: <i>Wasser?</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 where your school is.	Any clearly stated location. Verb required. For example: <i>Meine Schule ist in der Stadt. / Sie ist in England.</i>	No verb used in OAR. For example: <i>In der Nähe.</i> Mispronounced 'Skoole' in OAR.	No reference to location.
2	Say what your favourite subject is.	Any clearly stated positive opinion about a school subject. Verb required. For example: <i>Mein Lieblingsfach ist Deutsch. / Mathe ist toll!</i>	School subject stated in isolation. Very anglicised pronunciation of school subject. For example: <i>Mathe.</i>	No school subject recognisably pronounced.
3	Say one thing about a teacher.	One clear detail about a teacher. Verb required. For example: <i>Mein (Deutsch)Lehrer ist streng. / Frau Merkel hat blonde Haare. / Er ist freundlich.</i>	No verb used in OAR. For example: <i>(Mein Lehrer) freundlich.</i>	<i>Mein <u>Lerner</u> ist toll.</i>
4	Say one activity you do at break time.	One clearly stated activity. Verb required. For example: <i>Ich spiele Fußball. / (Pommes) essen.</i>	An indication of an activity but no verb. For example: <i>Fußball.</i> Use of anglicised ' <u>Pause</u> ' in OAR.	No reference to an activity.
5	Ask your friend a question about school uniform.	One clear question about school uniform. Verb required. For example: <i>Wie findest du die (Schul)uniform? / Was trägst du zur Schule? Ich hasse Schulkleidung. Und du?</i> Allow use of formal address.	<i>Wie <u>fe</u>indest du deine Schuluniform?</i> An attempt at a question with no verb but some message. For example: <i>(Und) Kleidung in der Schule?</i>	Any uniform-related word stated in isolation. For example: <i>Hemd?</i>

Foundation Role Play 4				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say one activity you do in your free time.	One clearly stated activity. Verb required. For example: <i>Ich gehe ins Kino. / Fußball spielen.</i>	Indication of an activity but no verb used. For example: <i>Basketball.</i>	Wrong person. For example: <i>Du spielst Fußball.</i>
2	Say how often you go out with friends.	One clear time phrase with a verb. For example: <i>Ich gehe manchmal mit Freunden aus. / Wir spielen oft Fußball.</i>	No verb in OAR. Anglicised ' <u>J</u> eden Tag' or ' <u>E</u> inmal in der <u>W</u> oche'.	No reference to time.
3	Say one place you go at the weekend.	One clear statement about going to a place. Verb required. For example: <i>Ich gehe in die Stadt. / Ich fahre nach London. / Ich esse im Restaurant.</i>	No verb used. For example: <i>(Ins) Kino.</i> Anglicised ' <u>W</u> ochenende' in OAR. Omission of 'to' element in OAR.	No place referenced. For example: <i>Ich esse Pommes.</i>
4	Say what you like to wear. (Give one detail.)	One clear reference to a clothing item. Verb required. For example: <i>Ich trage (gern) eine Hose. / Ich mag mein Hemd. / Ich liebe schwarze Kleidung.</i>	No verb in OAR. Use of ' <u>K</u> leidung' in OAR.	No reference to clothing.
5	Ask your friend a question about sport.	One clear question about sport. Verb required. For example: <i>Wie findest du Sport? / Wie oft spielst du Tennis? / Bist du sportlich? Du magst Sport? (with rising intonation). / Ich spiele Basketball. Und du?</i> Allow use of formal address.	<i>Wie <u>f</u>indest du Sport?</i> An attempt at a question with no verb but some message. For example: <i>(Und) dein Lieblingssport?</i>	Any sport-related word stated in isolation. For example: <i>Sport? / Fußball?</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 what your favourite celebration is.	One clearly stated positive opinion of a celebration. Verb required. For example: <i>Meine Lieblingsfeier ist Eid. / Mein Geburtstag ist toll! / Ich mag Partys.</i>	Named celebration but no verb. Mispronounced ' <i>Wiehnachten</i> '.	No reference to a celebration.
2	Say one thing you eat at a party.	One clear statement about a food item. Verb required. For example: <i>Ich esse Pommes. / Wurst ist lecker!</i>	Named food item but no verb.	No reference to food.
3	Say when your birthday is.	One clearly stated reference to a date. Verb required. For example: <i>Mein Geburtstag ist im Mai. / Es ist heute.</i>	Date stated without a verb. For example: <i>Ersten Februar.</i>	No recognisable reference to a date.
4	Say one activity you do on your birthday.	One clearly stated activity. Verb required. For example: <i>Ich gehe ins Kino. / Ich mache eine Party.</i>	Indication of an activity but no verb used. For example: <i>Kino. / Party.</i>	No reference to an activity.
5	Ask your friend a question about clothes.	One clear question about clothes. Verb required. For example: <i>Was ist deine Lieblingskleidung? / Du magst deinen Rock? (with rising intonation). / Ich trage gem eine schwarze Hose. Und du?</i> Allow use of formal address.	<i>Wie feindest du deine Kleidung?</i> An attempt at a question with no verb but some message. For example: <i>(Und) deine Jacke?</i>	Any word stated in isolation. For example: <i>Hemd?</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 how often you listen to music.	One clear time phrase with a verb. For example: <i>Ich höre manchmal Musik. / Am Wochenende höre ich Taylor Swift.</i>	No verb in OAR. Anglicised ' <u>J</u> eden Tag' or ' <u>E</u> inmal in der <u>W</u> oche'.	No reference to time.
2	Say what type of music you listen to.	One clearly stated type of music. Verb required. For example: <i>Ich höre Rockmusik. / Ich mag klassische Musik.</i>	Music genre stated without verb. Anglicised ' <u>h</u> öre' in OAR.	No reference to a type of music.
3	Give one opinion about music.	One clearly stated opinion about music. Verb required. For example: <i>Ich finde Musik entspannend. / Mein Lieblingslied ist Video Games.</i>	An opinion without a verb. For example: <i>Toll.</i>	No opinion given.
4	Say what your favourite singer looks like. (Give one detail.)	One clear detail about a singer's appearance. Verb required. For example: <i>Mein(e)Lieblingssänger(in) ist schön. / Er/Sie hat blonde Haare.</i>	No verb used. For example: <i>Blaue Augen.</i> Anglicised ' <u>H</u> aire' / ' <u>s</u> chon' in OAR.	Reference only to personality. For example: <i>Er ist freundlich.</i>
5	Ask your friend a question about music at school.	One clear question about music at school. Verb required. For example: <i>Wie findest du Musik in der Schule? / Lernst du Musik? / Spielst du ein Instrument in der Schule?</i> Allow use of formal address.	No reference to 'school' in OAR. <i>Wie <u>f</u>indest du deinen Musiklehrer?</i> An attempt at a question with no verb but some message. For example: <i>Musikstunde?</i>	Any word stated in isolation. For example: <i>Musik? / Instrument?</i>

Foundation Role Play 7				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say one activity you do in the summer.	One clearly stated activity. Verb required. For example: <i>Ich gehe schwimmen. / Fußball spielen.</i>	Indication of an activity but no verb used. For example: <i>Basketball.</i>	Wrong person. For example: <i>Du spielst Fußball.</i>
2	Say when you see your friends. (Give one detail.)	One clear time phrase with a verb. For example: <i>Ich sehe jeden Tag meine Freunde. / Wir spielen Tennis am Samstag.</i>	No verb in OAR. Anglicised ' <u>J</u> eden Tag' or ' <u>E</u> inmal in der <u>W</u> oche'.	No reference to time.
3	Give one opinion about sport.	One clearly stated opinion about sport. Verb required. For example: <i>Ich mag Sport. / Basketball ist gut.</i>	An opinion without a verb. For example: <i>Langweilig.</i>	No opinion given. For example: <i>Ich spiele Fußball.</i>
4	Say one thing you do to relax.	One clearly stated activity. Verb required. For example: <i>Ich höre Musik.</i>	No verb in OAR. For example: <i>Musik.</i>	No reference to an activity.
5	Ask your friend a question about the internet.	One clear question about the internet. Verb required. For example: <i>Was machst du im Internet? / Magst du Instagram? Du gehst online? (with rising intonation). Ich spiele Fortnite. Und du?</i> Allow use of formal address.	<i>Wie feindest du das Internet?</i> An attempt at a question with no verb but some message. For example: <i>Und im Internet?</i>	Any word stated in isolation. For example: <i>Internet?</i>

Foundation Role Play 8				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say how often you use the internet.	One clear time phrase with a verb. For example: <i>Ich benutze manchmal das Internet. / Am Wochenende gehe ich online.</i>	No verb in OAR. Anglicised ' <u>Jeden Tag</u> ' or ' <u>Einmal in der Woche</u> '.	No reference to time.
2	Give one opinion about the internet.	One clearly stated opinion. Verb required. For example: <i>Das (Internet) ist gut. / Ich gehe gern online. / Ich mag das.</i>	Opinion adjective but no verb. Use of ' <u>Ich feinde</u> ' in OAR.	No opinion given.
3	Say what you do online. (Give one detail.)	One online activity clearly stated. Verb required. For example: <i>Ich benutze Whatsapp. / Ich höre Musik.</i>	Indication of an activity but no verb used. For example: <i>Spiele. / Musik.</i>	Wrong person. For example: <i>Du siehst Videos.</i>
4	Say where you use a computer. (Give one detail.)	One clearly stated place with a verb. For example: <i>Ich benutze einen Computer in der Schule. / Ich habe einen Laptop in meinem Schlafzimmer.</i>	Place named without verb. For example: <i>Zu Hause.</i> Mispronounced ' <u>Skoole</u> ' in OAR.	No named place.
5	Ask your friend a question about social media.	One clear question about social media. Verb required. For example: <i>Wie findest du die sozialen Medien? / Magst du Facebook? Du benutzt die sozialen Medien?</i> (with rising intonation). Allow use of formal address.	<i>Wie <u>feindest</u> du Instagram?</i> An attempt at a question with no verb but some message. For example: <i>(Und) die sozialen Medien?</i>	No reference to social media.

Foundation Role Play 9				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say where you live. (Give one detail.)	One clear statement about where the candidate lives. Verb required. For example: <i>Ich wohne in Manchester. / Ich habe ein Haus.</i>	No verb in OAR. Clearly anglicised ' <u>wohne</u> ' in OAR.	No reference to location.
2	Say what the weather is like. (Give one detail.)	One clearly stated detail about the weather. Verb required. For example: <i>Das Wetter ist gut. / Es ist sonnig.</i>	A weather reference without a verb. For example: <i>Kalt.</i>	No reference to the weather.
3	Give one opinion about your local area.	One clear opinion about local area. Verb required. For example: <i>Meine Gegend ist gut. / Ich mag die Stadt. / Sheffield ist schmutzig.</i>	No verb used. For example: <i>Mein Dorf langweilig.</i> Use of ' <i>Ich feinde</i> ' in OAR.	No opinion given.
4	Say one activity you do in your local area.	One clearly stated activity with a verb. For example: <i>Ich gehe einkaufen.</i>	No verb used. For example: <i>Sport.</i>	No reference to an activity.
5	Ask your friend a question about a place in town.	One clear question about a place in town with a verb. For example: <i>Gibt es ein Kino (in deiner Stadt)? / Magst du den Park? Du hast einen Bahnhof?</i> (with rising intonation). Allow use of formal address.	<i>Wie feindest du das Kino?</i> An attempt at a question with no verb but some message. For example: <i>(Und) die Kirche?</i>	No reference to a place. A word stated in isolation. For example: <i>Geschäft?</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 of your best friend and why. (Give one opinion and one reason.)	One clearly justified opinion about a best friend. Verb required. For example: <i>Ich mag meinen besten Freund (or named person), weil er toll ist.</i>	No verb used. For example: <i>Toll.</i> Opinion given but no reason. Mispronounced ' <u>wie!</u> ' in OAR.	No recognisable opinion or reason.
2	Say how long you have been friends.	Length of friendship clearly stated. Verb required. For example: <i>Wir sind seit fünf Jahren Freunde.</i>	No verb used. For example: <i>Seit einem Jahr. / Ein Jahr.</i> (<i>Wir sind</i>) für/vor drei Jahre (<i>Freunde</i>). Omission of preposition. For example: <i>Wir sind drei Jahre Freunde.</i>	<i>Ich habe Freunde vor drei Jahre.</i>
3	Say two activities you do with friends.	Two activities clearly stated. Verb required. For example: <i>Ich gehe (mit Freunden) ins Kino und fahre Rad. / Wir spielen Tennis und Basketball.</i>	Only one activity stated. An indication of an activity but no verb used. For example: <i>Fußball.</i>	No reference to an activity. For example: <i>Ich mag meine Freunde.</i>
4	Say what you talk about with friends. (Give two details.)	Two clear details given. Verb required. For example: <i>Wir sprechen über Filme und Lesen. / Ich rede mit meinen Freunden über Sport und Hausaufgaben.</i>	Only one detail given. No verb used. For example: <i>Die Schule.</i>	No reference to talking. For example: <i>Wir lieben Tennis und Fußball.</i>
5	Ask your friend a question about hobbies.	One clear question about hobbies. Verb required. For example: <i>Was ist dein Hobby? / Was machst du in deiner Freizeit? / Du hast Hobbys? (with rising intonation). / Ich lese Bücher. Und du?</i> Allow use of formal address.	An attempt at a question with no verb but some message. For example: (<i>Und</i>) <i>deine Hobbys?</i>	No reference to free-time activities. A statement with no rising intonation.

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 two activities you do for your fitness.	Two fitness activities clearly stated. Verb required. For example: <i>Ich gehe joggen und esse gesund. / Ich spiele Basketball und Fußball.</i>	Only one activity stated. An indication of an activity but no verb used. For example: <i>Fußball.</i>	No reference to an activity. For example: <i>Fitness ist gut.</i>
2	Say when you do exercise.	Time of exercise clearly stated. Verb required. For example: <i>Ich bewege mich jeden Tag. / Am Wochenende spiele ich Fußball. / Ich schwimme um 4 Uhr.</i>	Anglicised 'jeden Tag' in OAR. No verb used. For example: <i>Einmal in der Woche.</i>	No reference to time.
3	Say what you have eaten recently. (Give two details.)	Two clear details about the content of recent diet. Verb required. For example: <i>Ich habe Pommes und Wurst gegessen. / Ich habe Obst gegessen und es war lecker.</i>	Only one detail given. No verb used. For example: <i>Wurst und Pommes.</i> Auxiliary verb missing in perfect tense. For example: <i>Ich gegessen Obst.</i> Use of past participle 'gegesst' in OAR. Use of present tense.	Use of future tense.
4	Say what you think of fast food and why (Give one opinion and one reason.)	One clearly justified opinion about fast food. Verb required. For example: <i>Ich esse gern Fastfood, weil es lecker ist. / Ich hasse Pommes. Sie sind ungesund.</i>	No verb used. Opinion given but no reason. Mispronounced 'wie!' in OAR.	No opinion or reason.
5	Ask your friend a question about sport at school.	One clear question about sport at school. Verb required. For example: <i>Magst du Sport in der Schule? / Wie oft lernst du Sport? / Du spielst Tennis in der Schule? (with rising intonation). / Ich spiele für eine Schulmannschaft. Und du?</i> Allow use of formal address.	Reference to sport but no school context. No verb used but still some message. For example: <i>Und Sport in der Schule?</i>	No reference to sport. A statement with no rising intonation.

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	Describe your school day. (Give two details.)	Two clear details given about the candidate's school day. Verb required. For example: <i>Der (Schul)tag beginnt um 8 Uhr und ist sehr lang.</i>	Only one detail given. One or two details given but no verb. For example: <i>Lang (und langweilig).</i> Use of anglicised 'Skoole' in OAR.	Reference only to the school. For example: <i>Die Schule ist groß und modern.</i>
2	Say which school subject you like and why. (Give one subject and one reason.)	One clearly justified positive opinion about a school subject. Verb required. For example: <i>(Ich mag) Deutsch. Es ist wichtig.</i>	No verb used. For example: <i>Geschichte.</i> Opinion given but no reason. Mispronounced ' <i>wie!</i> ' in OAR.	No recognisable opinion or reason.
3	Say two activities you did in the last break.	Two clearly stated activities. Verb required. For example: <i>Ich habe gegessen und mit Freunden gesprochen. / Wir haben Fußball gespielt und Hausaufgaben gemacht.</i>	Only one activity stated. Use of present tense. For example: <i>Wir trinken Wasser.</i> Auxiliary verb missing in perfect tense. For example: <i>Ich gegessen.</i>	No reference to an activity. For example: <i>Die Pause war langweilig.</i>
4	Say one thing you do not like about school.	One clearly stated negative aspect of school. Verb required. For example: <i>Ich hasse die Lehrer. / Das Essen ist zu teuer.</i>	No verb used in OAR. For example: <i>Die Toiletten.</i> Use of ' <i>Ich feinde</i> ' in OAR.	A reference to a clearly positive aspect. For example: <i>Die Pause ist toll.</i>
5	Ask your friend a question about school rules.	One clear question about school rules. Verb required. For example: <i>Wie findest du die (Schul)regeln? / Darf man ein Handy benutzen? / Du magst die (Schul)regeln? (with rising intonation). Ich hasse die Uniform. Und du?</i> Allow use of formal address.	No verb used but still some message. For example: <i>Und die Schulregeln?</i>	No reference to school rules A statement with no rising intonation.

Higher Role Play 13				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say one place you go in your free time.	One place the candidate goes to clearly stated. Verb required. For example: <i>Ich gehe ins Kino. / Ich esse im Restaurant. / Ich besuche meine Tante. / Ich mag den Park.</i>	Place stated but no verb used. For example: <i>Das Stadion.</i>	No reference to a place. For example: <i>Ich spiele Fußball.</i>
2	Say who you like to spend time with and why. (Give one detail and one reason.)	A person the candidate (likes to) spend time with and one reason clearly stated. Verb required. For example: <i>(Ich verbringe gern Zeit) mit Freunden, weil sie toll sind. / Fernsehen mit meiner Familie ist gut, weil es entspannend ist.</i>	No verb used. For example: <i>(Mit) meinem Bruder.</i> Opinion given but no reason. Mispronounced 'wie!' in OAR.	No named person(s) or reason.
3	Say two activities you do at home at the weekend.	Two activities clearly stated. Verb required. For example: <i>Ich sehe fern und lese. / Ich spiele Fußball und Karten.</i>	No verb used. For example: <i>Musik.</i> Only one activity stated.	No reference to an activity.
4	Say what you will do next week at school. (Give two details.)	Two clearly stated details about school plans. Verb required. For example: <i>Ich werde Deutsch lernen und in die Kantine gehen. / Ich werde Prüfungen machen und es wird langweilig sein.</i> Allow use of present tense to indicate immediate future.	Only one detail given. Use of a future/past mix. For example: <i>Ich werde Mathe gelernt.</i> An indication of an activity but no verb used. For example: <i>Prüfungen.</i>	Use of past tense. For example: <i>Ich habe Deutsch gelernt.</i>
5	Ask your friend a question about homework.	One clear question about homework. Verb required. For example: <i>Wie oft machst du Hausaufgaben? / Musst du heute Abend für die Schule lernen? Du magst Hausaufgaben? (with rising intonation). / Ich mache nie Schularbeit zu Hause. Und du?</i> Allow use of formal address.	No verb used but still some message. For example: <i>Und deine Hausaufgaben?</i>	No reference to homework. A statement with no rising intonation.

Higher Role Play 14				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say what your favourite celebration is and why. (Give one detail and one reason.)	One celebration and one reason clearly stated. Verb required. For example: <i>(Meine Lieblingsfeier ist) Weihnachten, weil ich Geschenke bekomme. / (Ich mag) Eid. Das Essen ist gut.</i>	No verb used. For example: <i>Ostern.</i> Opinion given but no reason. Mispronounced 'wie!' in OAR.	No recognisable opinion or reason.
2	Describe a recent celebration. (Give two details.)	Two clear details about a recent celebration. Verb required. For example: <i>Ich habe meinen Geburtstag gefeiert und es war toll. / Die Party war gut und ich habe getanzt.</i>	Only one detail given. Use of present tense. For example: <i>Ich gehe auf eine Party.</i> No verb used. For example: <i>Meine Geburtstagsparty.</i> Auxiliary verb missing in perfect tense. For example: <i>Ich gegangen auf eine Party.</i>	Use of future tense.
3	Say what clothes you like to wear to a party. (Give two details.)	Two details about party outfit clearly stated. Verb required. For example: <i>Ich trage (gern) eine Jacke und einen Rock. / Ich mag ein rotes Hemd.</i>	Only one detail given. No verb used. For example: <i>Einen blauen Rock.</i>	No reference to clothes.
4	Say what a good present is.	Any clearly stated item. Verb required. For example: <i>Ein gutes Geschenk ist Geld. / Es ist ein Handy.</i>	No verb used. For example: <i>Ein Handy.</i>	Use of 'Geschäft' instead of 'Geschenk'!
5	Ask your friend a question about music.	One clear question about music. Verb required. For example: <i>Hörst du gern Musik? / Wie findest du Konzerte? / Du magst Rap-Musik? (with rising intonation). / Ich mag Taylor Swift. Und du?</i> Allow use of formal address.	No verb used but still some message. For example: <i>Deine Lieblingsmusik?</i>	No reference to music. A statement with no rising intonation.

Higher Role Play 15				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say how you have used social media recently. (Give two details.)	Two clear details about the recent use of social media. Verb required. For example: <i>Ich habe Instagram und Snapchat benutzt. / Ich habe gestern Twitter benutzt. / Ich habe Facebook benutzt, und es war langweilig.</i>	Only one detail given. Use of present tense. For example: <i>Ich benutze Facebook.</i> No verb used. Auxiliary verb missing in perfect tense. For example: <i>Ich benutzt Whatsapp.</i>	No reference to social media.
2	Say what you think about celebrities and why. (Give one opinion and one reason.)	One clearly justified opinion about celebrities. Verb required. For example: <i>Ich liebe die Stars. Sie haben viel Geld.</i>	No verb used. Opinion given but no reason. Mispronounced ' <u>wie!</u> ' in OAR.	No opinion or reason.
3	Describe the appearance of your favourite celebrity. (Give two details.)	Two clear details about the appearance of a celebrity. Verb required. For example: <i>Sie ist schlank und hat blonde Haare.</i>	No verb used. Only one detail given. <i>Sie ist schlank und blonde Haare.</i>	No recognisable detail about appearance.
4	Give one positive aspect of being famous.	One clearly stated positive aspect. Verb required. For example: <i>Man ist reich. / Du hast viele Freunde.</i>	No verb used. Anglicised pronunciation creates some ambiguity. For example: ' <u>Friende</u> ' / ' <u>riech</u> ' in OAR.	No positive aspect given.
5	Ask your friend a question about television.	One clear question about television. Verb required. For example: <i>Siehst du fern? / Was ist deine Lieblingssendung? / Du magst Komödien?</i> (with rising intonation). / <i>Ich mag Filme. Und du?</i> Allow use of formal address.	No verb used but still some message. For example: <i>(Und) deine Lieblingssendung?</i>	No reference to television. A statement with no rising intonation.

Higher Role Play 16				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say how you go into town. (Give one detail.)	One clearly stated way of going into town. Verb required. For example: <i>Ich gehe zu Fuß. / Ich fahre mit dem Bus.</i>	No verb used. An inaccurate use of a preposition creates some ambiguity. For example 'auf dem Bus' in OAR.	No reference to a means of transport.
2	Say what sort of transport you like and why. (Give one detail and reason.)	One form of transport and one reason clearly stated. Verb required. For example: <i>Ich fahre gern Rad, weil es gesund ist. / (Ich mag) Flugzeuge. Sie sind schnell.</i>	No verb used. Opinion given but no reason. Mispronounced ' <u>wie!</u> ' in OAR.	No recognisable detail or reason.
3	Give two negative aspects of your town.	Two clearly stated negative aspects. Verb required. For example: <i>Die Stadt ist laut und schmutzig. / Es gibt zu viele Autos und die Geschäfte sind teuer.</i>	No verb used. Only one negative aspect stated. Use of ' <i>Ich feinde</i> ' in OAR.	No reference to a negative aspect.
4	Say where you want to go in the future. (Give two details.)	Two clearly stated details about a future destination. Verb required. For example: <i>Ich werde / will / möchte mit Freunden nach Deutschland fahren. / Ich will New York besuchen, um einkaufen zu gehen.</i>	Indication of going to a place but no verb. For example: <i>(Nach) Deutschland.</i>	No recognisable reference to a place.
5	Ask your friend a question about their local area.	One clear question about local area. Verb required. For example: <i>Gibt es eine Schule in deiner Gegend? / Wie findest du deine Stadt? / Du gehst ins Kino? (with rising intonation). Ich mag mein Dorf. Und du?</i> Allow use of formal address.	No verb used but still some message. For example: <i>Und deine Gegend?</i>	No reference to local area. A statement with no rising intonation.

Higher Role Play 17				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say when and where you use the internet.	Both time and place clearly stated. Verb required. For example: <i>Ich benutze das Internet am Abend zu Hause. / Ich gehe auf Instagram jeden Tag in der Schule.</i> Allow TMP errors.	Only one element covered. No verb used. For example: <i>Manchmal in meinem Zimmer.</i>	No reference to place or time.
2	Give two positive aspects of the internet.	Two clearly stated positive aspects of the internet. Verb required. For example: <i>Es ist nützlich und man kann Hausaufgaben machen.</i>	No verb used. Only one positive aspect stated. Use of 'Ich feinde' in OAR.	A reference to a clearly negative aspect. For example: <i>Das Internet ist gefährlich.</i>
3	Say one thing you like about your favourite app.	One clearly stated positive aspect of an app. Verb required. For example: <i>Ich kann Musik hören. / Snapchat macht Spaß.</i>	No verb used. For example: <i>(Die) Musik.</i>	No positive aspect stated.
4	Say how you will use technology next weekend. (Give two details.)	Two clear details about future use of technology. Verb required. For example: <i>Ich will / möchte / werde meinen Laptop benutzen, weil das einfach ist.</i> Allow use of present tense to indicate immediate future.	Only one detail given. Anglicised 'nächstes Wochenende' in OAR. Use of a future/past mix. For example: <i>Ich werde mit Freunden gechattet.</i> An indication of an activity but no verb used. For example: <i>Auf dem Computer.</i>	Use of past tense. For example: <i>Ich habe mein Handy benutzt.</i>
5	Ask your friend a question about television programmes.	One clear question about television programmes. Verb required. For example: <i>Was ist deine Lieblingssendung? / Wie oft siehst du Sport im Fernsehen? / Du magst Krimis? (with rising intonation). Ich liebe Komödien. Und du?</i> Allow use of formal address.	No verb used but still some message. For example: <i>Und deine Lieblingssendung?</i>	No reference to television programmes. A statement with no rising intonation.

Higher Role Play 18				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Describe where you live. (Give two details.)	Two clear details about home and/or local area. Verb required. For example: <i>Ich wohne in einem Haus in der Stadt. Mein Haus ist klein und altmodisch. / Es gibt einen Park und Geschäfte.</i>	Only one detail given. Use of 'Der ist' in OAR. No verb used. For example: <i>Gutes Wetter.</i>	No reference to a place/area of residence.
2	Say two activities visitors can do in your local area.	Two activities clearly stated. Verb required. For example: <i>(Besucher können) das Schloß besichtigen und einkaufen. / (Man kann) ins Kino und ins Stadion gehen.</i>	No verb used. Use of a present/past mix. For example: <i>Man kann im Park <u>gespielt</u>.</i>	A named place in isolation.
3	Describe one environmental problem in your local area.	One environmental problem clearly stated. Verb required. For example: <i>Es gibt (zu) viele Autos. / Der Fluss ist verschmutzt.</i>	No verb used. For example: <i>Luftverschmutzung.</i> Anglicised ' <u>Orto</u> ' in OAR.	A problem not relating to the environment. For example: <i>Es gibt Arbeitslosigkeit.</i>
4	Say where you want to live in the future and why. (Give one reason.)	One future place of residence and one reason why clearly stated. Verb required. For example: <i>(Ich werde / will / möchte in) Deutschland (wohnen), weil die Leute freundlich sind.</i>	No verb used. No reason given. Use of a future/past mix. For example: <i>Ich will an der Küste <u>gewohnt</u>.</i>	No named place or reason.
5	Ask your friend a question about shopping.	One clear question about shopping. Verb required. For example: <i>Gehst du gern einkaufen? / Was ist dein Lieblingsgeschäft? / Du kaufst Kleidung? (with rising intonation). / Ich liebe online einkaufen. Und du?</i> Allow use of formal address.	No verb used but still some message. For example: <i>Und das beste Geschäft?</i>	No reference to shopping. A statement with no rising intonation.

