

GCSE (9-1) German (1GN1)

Sample Assessment Materials

Paper 1, Speaking
Foundation

First teaching September 2024
First certification from 2026

(Updated August 2025)

GCSE (9-1) German

Sample Assessment Materials

Paper 1, Speaking

Foundation

- General Instructions to Teachers
- Student and Teacher-Examiner cards
- Mark schemes

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time and
7–9 minutes' examination time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

General instructions to the teacher

Foundation Tier

**Read these instructions in conjunction with the Specification and
Administrative Support Guide.**

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General instructions to the teacher conducting the assessment

A. Order and timings

- The examination is made up of three tasks.
- The tasks must be conducted in the following order: read aloud, role play, picture task.
- The total examination will last between 7 and 9 minutes.

B. Allocation of cards

- Teachers must use the sequencing tool provided by Pearson for the allocation of the picture card, read aloud passage and role-play stimulus card. This has been designed to help ensure that each candidate covers a broad range of vocabulary from the specification.
- The subject matter of the stimulus cards should not cause offence or distress to the candidate. The teacher needs to decide in advance of the examination if any offence or distress might be caused. In this event, the teacher should indicate this in the sequencing tool, and an alternative set of cards will be generated for that candidate.

C. Preparation and notes

- Candidates must be allowed 15 minutes' preparation time under supervised conditions to prepare for the read aloud, role play and the picture task. During the first 14 minutes, they should not practise the read aloud passage out loud. Candidates will be offered a further 1-minute preparation time in the examination room, in which they may practice out loud words / phrases / sentences / the entire text if they wish.
- The preparation time must be immediately before the examination time.
- Candidates must not write on the role play or picture stimuli.
- Candidates may annotate the read aloud passage in order to help them with pronunciation.
- Candidates may make notes on one sheet of A4 paper. They must write their name, candidate number and centre number on the sheet.
- Candidates must not have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- At the end of each task, candidates must hand the relevant stimulus material to the teacher-examiner, and they must return their notes after completing the examination.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

D. Conduct of the exam

- Recording of the exam must start as the candidate begins their 1-minute preparation time to practise the read aloud task out loud. Teachers should state the candidate number at the start of the recording.
- Teachers should not offer any guidance or correction to candidates during the 1-minute preparation time.
- The teacher should announce, 'The test will now begin; please read the text' once the 1-minute preparation is finished and before commencing the first task.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum number of marks available.
- The speaking assessment will begin with the read aloud (thematic context allocated by Pearson), followed by the role play (setting allocated by Pearson) and finally the picture task (thematic context pre-selected by candidate; picture card and conversation starter subject allocated by Pearson).

Task-specific instructions

Task 1: Read aloud

- The thematic context for the read aloud will be allocated by Pearson using the sequencing tool.
- At the start of the 1-minute preparation time in the exam room, the teacher should start the recording. The candidate may choose to read some or all of the text out loud during this time, or may prefer to continue silent preparation.
- At the end of the 1-minute preparation time in the exam room, the teacher should announce, 'The test will now begin; please read the text', before moving to the assessed read aloud task.
- The read aloud stimulus must be handed over by the candidate before moving on to the follow-up questions.
- The read aloud and follow-up questions are recommended to last between one-and-a-half and two minutes.
- The purpose of the read aloud is to assess understanding and application of sound-symbol correspondences through reading language aloud using clear and comprehensible pronunciation.
- The follow-up questions assess the ability to express likes /dislikes /preferences / opinions related to the content of the read aloud passage.
- The questions must be asked as they are presented. There must be no supplementary questions and questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

At the end of the read aloud, the speaking assessment will move to the role play task.

Task 2: Role play

- The setting for the role play task will be allocated by Pearson using the sequencing tool.
- The role play is recommended to last between one and one-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions.
- The teacher will read out a short introduction to the role play, as printed on the teacher card, and then commence the first question.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements / questions may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The role play card should be handed over by the candidate once the task is completed.

At the end of the role play, the speaking assessment will move to the picture task.

Task 3: Picture task

- The thematic context for the picture task will be pre-selected by the candidate. This pre-selection will be in the form of a choice of one from two thematic contexts, randomly generated by Pearson.
- Within the thematic context selected, the picture card will be allocated by Pearson using the sequencing tool.
- The description element of the picture task is recommended to last between one-and-a-half to two minutes.
- The purpose of the description element of the picture task is to assess communication and linguistic accuracy through providing description of a visual stimulus.
- The teacher should start by asking the candidate which picture they have chosen and once their response is clear, continue with the instruction, 'Describe the picture.'
- To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, the teacher should ask the two compulsory questions related to the picture the candidate described.
- The questions must be asked as they are presented. There must be no supplementary questions and questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The compulsory questions assess the ability to talk about personal experiences related to the content of the picture.

- A starter subject for the conversation is mandated on the teacher card and you must begin with this subject. You should then develop the conversation with questions extending from this subject and the broader thematic context.
- Three suggested questions, one in each of present, past and future tenses are provided as support to the teacher. These are not compulsory, and teachers are free to use alternative questions suited to the level of their candidate(s).
- Teacher-examiners should endeavour to sustain a free-flowing conversation, in which they respond to what the candidate is saying. They should allow the conversation to evolve, asking a range of questions appropriate to the thematic context and the interests and experiences of the student, which enable students to:
 - produce extended sequences of speech
 - develop the conversation
 - give and justify own thoughts and opinions
 - refer to past, present and future events
 - develop their responses as well as they are able
 - demonstrate the full range of their ability.
- In the broader conversation, students can draw upon any relevant vocabulary from the full vocabulary list, or beyond the list.
- The conversation on the broader thematic context assesses the ability to interact with the teacher in a way that demonstrates communication skills and a range of linguistic proficiency, in terms of vocabulary and grammar.
- The conversation is recommended to last between three and three-and-a-half minutes. Teacher-examiners should be mindful of this time recommendation and encourage candidates to produce sufficient responses to fill the recommended time.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

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Candidate card FRA1

Thematic context: My personal world

Read aloud

Anna, your German friend, has sent you some information about herself.

Read out the text below to your teacher.

Ich bin fünfzehn Jahre alt.

Normalerweise mache ich viel mit meiner Familie.

Mein Bruder ist fleißig und mag Sport.

Unsere Schwester wohnt jetzt nicht mehr zu Hause.

Jeden Abend essen wir zusammen in der Küche.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

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Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA1

Thematic context: My personal world

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Ich bin fünfzehn Jahre alt.

Normalerweise mache ich viel mit meiner Familie.

Mein Bruder ist fleißig und mag Sport.

Unsere Schwester wohnt jetzt nicht mehr zu Hause.

Jeden Abend essen wir zusammen in der Küche.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Was machst du gern zu Hause ?

Q2. Wie findest du Sport ?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

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 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

**FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE
STIMULUS CARD.**

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Candidate card FRA2

Thematic context: Lifestyle and wellbeing

Read aloud

Mia, your friend, has sent you some information about her regular activities.

Read out the text below to your teacher.

Ich bin sehr aktiv.

Einmal pro Woche gehe ich ins Schwimmbad.

Meine Freunde und ich haben viel Spaß.

Nach dem Sport besuchen wir oft das Eiscafé.

Im Sommer gehe ich mit meiner Familie im Park spazieren.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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Time 22–24 minutes, which includes
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**Paper
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1GN1/1F

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

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Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA2

Thematic context: Lifestyle and wellbeing

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Ich bin sehr aktiv.

Einmal pro Woche gehe ich ins Schwimmbad.

Meine Freunde und ich haben viel Spaß.

Nach dem Sport besuchen wir oft das Eiscafé.

Im Sommer gehe ich mit meiner Familie im Park spazieren.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Was machst du gern mit Freunden?

Q2. Wie findest du Schwimmen?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

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German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

**FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE
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Candidate card FRA3

Thematic context: My neighbourhood

Read aloud

Mohammed, your friend, has sent you some information about where he lives.

Read out the text below to your teacher.

Ich wohne in Berlin.

Das ist eine große Stadt.

Ich mag die modernen Geschäfte im Zentrum.

Hier kann man mit Freunden sehr gut einkaufen.

Das mache ich gern am Samstag in der Nähe vom Bahnhof.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

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Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA3

Thematic context: My neighbourhood

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Ich wohne in Berlin.

Das ist eine große Stadt.

Ich mag die modernen Geschäfte im Zentrum.

Hier kann man mit Freunden sehr gut einkaufen.

Das mache ich gern am Samstag in der Nähe vom Bahnhof.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Was machst du gern am Samstag?

Q2. Wie findest du deine Stadt oder deine Region ?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

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reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

**FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE
STIMULUS CARD.**

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Candidate card FRA4

Thematic context: Media and technology

Read aloud

Lukas, your friend, has sent you some information about watching programmes online.

Read out the text below to your teacher.

Ich mag gern Komödien.

Ich habe einen Computer in meinem Zimmer.

Dort sehe ich jeden Nachmittag eine Sendung.

Mein Bruder und ich finden das immer bequem.

Manchmal lade ich einen Film auf mein Handy herunter.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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15 minutes' preparation time

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1GN1/1F

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

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Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA4

Thematic context: Media and technology

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Ich mag gern Komödien.

Ich habe einen Computer in meinem Zimmer.

Dort sehe ich jeden Nachmittag eine Sendung.

Mein Bruder und ich finden das immer bequem.

Manchmal lade ich einen Film auf mein Handy herunter.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Was siehst du gern online?

Q2. Wie findest du Handys?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

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Time 22–24 minutes, which includes
15 minutes' preparation time

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German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

**FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE
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Candidate card FRA5

Thematic context: Studying and my future

Read aloud

Hanna has contributed to a blog about her future plans.

Read out the text below to your teacher.

Ich mag Englisch.

Das lerne ich in der Schule.

Ich möchte es später auf der Universität studieren.

Sprachen finde ich sehr wichtig für meine Zukunft.

So kann ich gut reisen und andere Menschen kennen lernen.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
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1GN1/1F

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

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Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA5

Thematic context: Studying and my future

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Ich mag Englisch.

Das lerne ich in der Schule.

Ich möchte es später auf der Universität studieren.

Sprachen finde ich sehr wichtig für meine Zukunft.

So kann ich gut reisen und andere Menschen kennen lernen.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Was lernst du gern in der Schule?

Q2. Wie findest du Deutsch?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

**FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE
STIMULUS CARD.**

Turn over ►

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Candidate card FRA6

Thematic context: Travel and tourism

Read aloud

Your German friend Sofie has sent you a text about transport.

Read out the text below to your teacher.

Ich fahre gern Rad.

Ich gehe zu Fuß in die Schule.

Im Winter nehme ich lieber den Bus.

Er kostet nur einen Euro und kommt schnell.

Das ist für die Umwelt viel besser als Autofahren.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

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Pearson

Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA6

Thematic context: Travel and tourism

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Ich fahre gern Rad.

Ich gehe zu Fuß in die Schule.

Im Winter nehme ich lieber den Bus.

Er kostet nur einen Euro und kommt schnell.

Das ist für die Umwelt viel besser als Autofahren.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. Wie fährst du gern in die Stadt?

Q2. Wie findest du Radfahren im Winter?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD.

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Candidate card STIMULUS FRP1

Setting: At the cinema

Scenario:

- You are in a cinema, and you are buying tickets.
- Your teacher will play the part of the employee and will speak first.
- Your teacher will ask questions **in German** and you must answer **in German**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say how many tickets you want.
2. Say what type of film you want to see.
3. Say what time you want to see the film.
4. Say how you want to pay.
5. Ask a question about food/drinks at the cinema.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/ questions may be repeated but no more than **twice**. Where a candidate answers incorrectly, do not repeat the question.

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Teacher card STIMULUS FRP1

Setting: At the cinema

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are in a cinema, and you are buying tickets. I will play the part of the employee and will speak first.

1	Guten Tag. Kann ich Ihnen helfen? Allow the candidate to say how many tickets they want.
2	Was für einen Film möchten Sie sehen? Allow the candidate to say which type of film they want to see. Gut.
3	Um wie viel Uhr möchten Sie den Film sehen? Allow the candidate to say what time they want to see the film. Danke.
4	Wie möchten Sie bezahlen? Allow the candidate to say how they want to pay. Kein Problem.
5	Haben Sie eine Frage? Allow the candidate to ask you a question about food/drinks at the cinema.. Give an appropriate brief response.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate card STIMULUS FRP2

Setting: At the doctor's surgery

Scenario:

- You are at a doctor's surgery, and you are speaking to the receptionist.
- Your teacher will play the part of the receptionist and will speak first.
- Your teacher will ask questions **in German** and you must answer **in German**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what the problem is.
2. Say how old you are.
3. Say who you are with.
4. Say where you are staying in Berlin.
5. Ask a question about seeing the doctor.

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Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than **twice**. Where a candidate answers incorrectly, do not repeat the question.

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Teacher card STIMULUS FRP2

Setting: At the doctor's surgery

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a doctor's surgery, and you are speaking to the receptionist. I will play the part of the receptionist and will speak first.

1	Guten Tag. Kann ich Ihnen helfen? Allow the candidate to say what the problem is. Das ist nicht so schön.
2	Wie alt sind Sie? Allow the candidate to say how old they are. Danke.
3	Mit wem sind Sie hier? Allow the candidate to say who they are with. Gut.
4	Wo wohnen Sie hier in Berlin? Allow the candidate to say where they are staying in Berlin. Toll!
5	Haben Sie eine Frage? Allow the candidate to ask a question about seeing the doctor. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate card STIMULUS FRP3

Setting: At the sports centre

Scenario:

- You are in a sports centre.
- Your teacher will play receptionist and will speak first.
- Your teacher will ask questions **in German** and you must answer **in German**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what activity you want to do.
2. Say when you would like the reservation.
3. Say how long you want to do the activity.
4. Give your opinion of the sports centre.
5. Ask a question about the price.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than **twice**. Where a candidate answers incorrectly, do not repeat the question.

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Teacher card STIMULUS FRP3

Setting: At the sports centre

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a sports centre. I will play the part of the receptionist and will speak first.

1	<i>Guten Tag. Kann ich Ihnen helfen?</i> Allow the candidate to say what activity they want to do. <i>Kein Problem.</i>
2	<i>Für wann möchten Sie das reservieren?</i> Allow the candidate to say when they would like to book the activity. <i>In Ordnung.</i>
3	<i>Wie lange möchten Sie das machen?</i> Allow the candidate to say for how long they would like to do the activity. <i>Alles klar.</i>
4	<i>Wie finden Sie unser Sportzentrum?</i> Allow the candidate to give their opinion of the sports centre. <i>Gut.</i>
5	<i>Haben Sie eine Frage?</i> Allow the candidate to ask about the price. <i>Give an appropriate brief response.</i>

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate card STIMULUS FRP4

Setting: In town

Scenario:

- You stop someone to ask for information.
- Your teacher will play the part of the German person and will speak first.
- Your teacher will ask questions **in German** and you must answer **in German**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say where you want to go.
2. Say how much time you have.
3. Say who you are travelling with.
4. Tell the person why you are in Germany.
5. Ask a question about places to eat.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/ questions may be repeated but no more than **twice**. Where a candidate answers incorrectly, do not repeat the question.

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Teacher card STIMULUS FRP4

Setting: In town

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You stop someone to ask for information. I will play the part of the German person and will speak first.

1	Guten Tag. Kann ich Ihnen helfen? Allow the candidate to say where they want to go. Das ist nicht weit.
2	Wie viel Zeit haben Sie? Allow the candidate to say how much time they have. Gut.
3	Mit wem fahren Sie? Allow the candidate to say with whom they are travelling. Klasse.
4	Warum sind Sie in Deutschland? Allow the candidate to tell you why they are in Germany. Alles klar.
5	Haben Sie eine Frage? Allow the candidate to ask about places to eat. Give an appropriate brief response.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate card STIMULUS FRP5

Setting: At the café

Scenario:

- You are at a café.
- Your teacher will play the part of a café employee and will speak first.
- Your teacher will ask questions **in German** and you must answer **in German**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say how many people you want a table for.
2. Say how long you want to stay.
3. Say what you want to eat/drink.
4. Give your opinion of German food.
5. Ask a question about paying.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than **twice**. Where a candidate answers incorrectly, do not repeat the question.

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Teacher card STIMULUS FRP5

Setting: At the café

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a café. I will play the part of a café employee and will speak first.

1	<i>Guten Tag. Kann ich Ihnen helfen?</i> Allow the candidate to say how many people they want the table for. <i>In Ordnung.</i>
2	<i>Wie lange bleiben Sie?</i> Allow the candidate to say how long they want to stay. <i>Kein Problem.</i>
3	<i>Was möchten Sie bestellen?</i> Allow the candidate to say what they want to eat/drink. <i>Danke schön.</i>
4	<i>Wie finden Sie das Essen in Deutschland?</i> Allow the candidate to give their opinion of German food. <i>Interessant.</i>
5	<i>Haben Sie eine Frage?</i> Allow the candidate to ask a question about paying. <i>Give an appropriate brief response.</i>

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate card STIMULUS FRP6

Setting: At the hotel

Scenario:

- You arrive at a hotel, and you are speaking to the receptionist.
- Your teacher will play the part of the receptionist and will speak first.
- Your teacher will ask questions **in German** and you must answer **in German**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say how long you would like to stay.
2. Say who is in your group.
3. Say what activities you want to do at the hotel.
4. Say what you think of Austria.
5. Ask a question about meals.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/ questions may be repeated but no more than **twice**. Where a candidate answers incorrectly, do not repeat the question.

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Teacher card STIMULUS FRP6

Setting: At the hotel

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are in a hotel. I will play the part of the receptionist and will speak first.

1	Guten Tag. Kann ich Ihnen helfen? Allow the candidate to say how long they want to stay. Alles klar.
2	Wer ist in Ihrer Gruppe? Allow the candidate to say who is in their group. Kein Problem.
3	Was möchten Sie hier im Hotel machen? Allow the candidate to say what activities they want to do at the hotel. Sehr interessant.
4	Wie finden Sie Österreich? Allow the candidate to tell you what they think about Austria. Danke.
5	Haben Sie eine Frage? Allow the candidate to ask about meals. Give an appropriate brief response.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

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Pearson

Candidate STIMULUS

Picture task FPT1

Thematic context: My personal world

Picture 1



(Source: MAPWI123385 © Ground Picture/Getty Images)

Picture 2



(Source: MAPWI123386 © Jaren Jai Wicklund/Shutterstock)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My personal world**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.



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Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
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German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT1

Thematic context: My personal world

Picture 1



(Source: MAPWI123385 © Ground Picture/Getty Images)

Picture 2



(Source: MAPWI123386 © Jaren Jai Wicklund/Shutterstock)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) *Was trinkst du gern?*

(b) *Was machst du gern mit Freunden?*

Questions for Picture 2

(a) *Was machst du gern am Wochenende?*

(b) *Was ist deine ideale Aktivität mit Freunden?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **FREETIME**, for example: *Wohin gehst du gern in deiner Freizeit?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du letzte Woche mit Freunden gemacht?*

(future tense) *Mit wem möchtest du das nächste Wochenende verbringen?*



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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT2

Thematic context: My personal world

Picture 1



(Source: MAPWI123386 © Jaren Jai Wicklund/Shutterstock)

Picture 2



(Source: MAPWI123384 © William Perugini/Shutterstock)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My personal world**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.



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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT2

Thematic context: My personal world

Picture 1



(Source: MAPWI123386 © Jaren Jai Wicklund/Shutterstock)

Picture 2



(Source: MAPWI123384 © William Perugini/Shutterstock)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) *Was machst du gern am Wochenende?*
- (b) *Was ist deine ideale Aktivität mit Freunden?*

Questions for Picture 2

- (a) *Was machst du gern in der Stadt?*
- (b) *Wie verbringst du Zeit mit Freunden?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **RELATIONSHIPS**, for example: *Wie findest du deine Schulfreunde/Schulfreundinnen?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du letzte Woche mit Freunden gemacht?*

(future tense) *Mit wem möchtest du das nächste Wochenende verbringen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT3

Thematic context: My personal world

Picture 1



(Source: MAPWI123384 © William Perugini/Shutterstock)

Picture 2



(Source: MAPWI123385 © Ground Picture/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My personal world**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT3

Thematic context: My personal world

Picture 1



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Picture 2



(Source: MAPWI123385 © Ground Picture/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) *Was machst du gern in der Stadt?*
- (b) *Wie verbringst du Zeit mit Freunden?*

Questions for Picture 2

- (a) *Was trinkst du gern?*
- (b) *Was machst du gern mit Freunden?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **FRIENDS**, for example: *Kannst du einen Freund oder eine Freundin beschreiben?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du letzte Woche mit Freunden gemacht?*

(future tense) *Mit wem möchtest du das nächste Wochenende verbringen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT4

Thematic context: Lifestyle and wellbeing

Picture 1



(Source: MAPWI123388 © DGLimages/Getty Images)

Picture 2



(Source: MAPWI123389 123RF)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Lifestyle and wellbeing**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.



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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT4

Thematic context: Lifestyle and Wellbeing

Picture 1



(Source: MAPWI123388 © DGLimages/Getty Images)

Picture 2



(Source: MAPWI123389 123RF)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) *Was isst du gern zum Frühstück?*

(b) *Wie findest du Fastfood?*

Questions for Picture 2

(a) *Welchen Sport machst du?*

(b) *Was ist deine Meinung zum Teamsport?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SPORTS**, for example: *Wo machst du normalerweise Sport?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Wie oft hast du im letzten Monat Sport gemacht?*

(future tense) *Was wirst du in Zukunft für deine Gesundheit machen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT5

Thematic context: Lifestyle and Wellbeing

Picture 1



(Source: MAPWI123389 123RF)

Picture 2



(Source: MAPWI123390 Pearson Asset Library)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Lifestyle and wellbeing**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.



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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT5

Thematic context: Lifestyle and wellbeing

Picture 1



(Source: MAPWI123389 123RF)

Picture 2



(Source: MAPWI123390 Pearson Asset Library)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) *Welchen Sport machst du?*
- (b) *Was ist deine Meinung zum Teamsport?*

Questions for Picture 2

- (a) *Wie findest du Radfahren?*
- (b) *Was ist deine Meinung zum Sport mit Freunden?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **FOOD AND DRINK**, for example: *Was isst und trinkst du gern?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Wie oft hast du im letzten Monat Sport gemacht?*

(future tense) *Was wirst du in Zukunft für deine Gesundheit machen?*



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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT6

Thematic context: Lifestyle and wellbeing

Picture 1



(Source: MAPW1123390 Pearson Asset Library)

Picture 2



(Source: I123388 © DGLimages/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Lifestyle and wellbeing**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT6

Thematic context: Lifestyle and wellbeing

Picture 1



(Source: MAPWI123390 Pearson Asset Library)

Picture 2



(Source: MAPWI123388 © DGLimages/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) *Wie findest du Radfahren?*

(b) *Was ist deine Meinung zum Sport mit Freunden?*

Questions for Picture 2

(a) *Was isst du gern zum Frühstück?*

(b) *Wie findest du Fastfood*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **PHYSICAL AND MENTAL WELLBEING**, for example: *Was machst du draußen in der Natur?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Wie oft hast du im letzten Monat Sport gemacht?*

(future tense) *Was wirst du in Zukunft für deine Gesundheit machen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Pearson

Candidate STIMULUS

Picture task FPT7

Thematic context: My neighbourhood

Picture 1



(Source: MAPWI123372 © Maskot/Getty Images)

Picture 2



(Source: MAPWI123373 © Portra/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My neighbourhood**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT7

Thematic context: My neighbourhood

Picture 1



(Source: MAPWI123372 © Maskot/Getty Images)

Picture 2



(Source: MAPWI123373 © Portra/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) *Welche Geschäfte gibt es in deiner Region?*

(b) *Was machst du gern in der Stadt?*

Questions for Picture 2

(a) *Was kann man in deiner Stadt mit Freunden machen?*

(b) *Was machst du gern draußen?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **THINGS FOR YOUNG PEOPLE TO DO**, for example: *Was gibt es für junge Leute in deiner Region.*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du gestern in deiner Gegend gemacht?*

(future tense) *Wie wirst du in Zukunft der Umwelt helfen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT8

Thematic context: My neighbourhood

Picture 1



(Source: MAPWI123373 © Portra/Getty Images)

Picture 2



(Source: SeventyFour/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My neighbourhood**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT8

Thematic context: My neighbourhood

Picture 1



(Source: MAPW1123373 © Portra/Getty Images)

Picture 2



(Source: SeventyFour/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) *Was kann man in deiner Stadt mit Freunden machen?*

(b) *Was machst du gern draußen?*

Questions for Picture 2

(a) *Wo triffst du deine Freunde?*

(b) *Was machst du gern in der Bibliothek?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SHOPPING**, for example: *Wo gehst du gern einkaufen?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du gestern in deiner Gegend gemacht?*

(future tense) *Wie wirst du in Zukunft der Umwelt helfen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT9

Thematic context: My neighbourhood

Picture 1



(Source: SeventyFour/Getty Images)

Picture 2



(Source: MAPWI123372 © Maskot/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My neighbourhood**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.



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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT9

Thematic context: My neighbourhood

Picture 1



(Source: SeventyFour/Getty Images)

Picture 2



(Source: MAPWI123372 © Maskot/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) *Wo triffst du deine Freunde?*

(b) *Was machst du gern in der Bibliothek?*

Questions for Picture 2

(a) *Welche Geschäfte gibt es in deiner Region?*

(b) *Was machst du gern in der Stadt?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **THE NATURAL WORLD**, for example: *Welche Aktivitäten machst du draußen?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du gestern in deiner Gegend gemacht?*

(future tense) *Wie wirst du in Zukunft der Umwelt helfen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT10

Thematic context: Media and technology

Picture 1



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Picture 2



(Source: MAPWI123377 © Maskot/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT10

Thematic context: Media and technology

Picture 1



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Contributo/Getty Images)

Picture 2



(Source: MAPWI123377 © Maskot/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) *Was machst du gern mit dem Handy?*

(b) *Was ist deine Meinung zum Internet?*

Questions for Picture 2

(a) *Wie oft triffst du Freunde?*

(b) *Wie findest du Gaming?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **GAMING**, for example: *Wo machst du am liebsten Gaming?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du letzte Woche im Fernsehen gesehen?*

(future tense) *Wie wirst du morgen das Internet benutzen?*



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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT11

Thematic context: Media and technology

Picture 1



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Picture 2



(Source: 991174378 © Maskot /Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT11

Thematic context: Media and technology

Picture 1



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Picture 2



(Source: 991174378 © Maskot /Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) *Wie oft triffst du Freunde?*

(b) *Wie findest du Gaming?*

Questions for Picture 2

(a) *Wie oft siehst du fern?*

(b) *Was machst du nach der Schule zu Hause?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TELEVISION AND FILM**, for example: *Was für Filme magst du?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du letzte Woche im Fernsehen gesehen?*

(future tense) *Wie wirst du morgen das Internet benutzen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT12

Thematic context: Media and technology

Picture 1



(Source: 991174378 © Maskot /Getty Images)

Picture 2



(Source: MAPWI123376 © Education Images/Contributo/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Pearson

Instructions to teacher

Picture task FPT12

Thematic context: Media and technology

Picture 1



(Source: 991174378 © Maskot/Getty Images)

Picture 2



(Source: MAPWI123376 © Education Images/Contributo/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) *Wie oft siehst du fern?*
- (b) *Was machst du nach der Schule zu Hause?*

Questions for Picture 2

- (a) *Was machst du gern mit dem Handy?*
- (b) *Was ist deine Meinung zum Internet?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **MUSIC**, for example: *Was für Musik magst du?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du letzte Woche im Fernsehen gesehen?*

(future tense) *Wie wirst du morgen das Internet benutzen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT13

Thematic context: Studying and my future

Picture 1



(Source: 1411407767 © Rafa Fernandez Torres/Getty Images)

Picture 2



(Source: MAPWI123380 © kali9/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.



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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT13

Thematic context: Studying and my future

Picture 1



(Source: 1411407767 © Rafa Fernandez Torres/ Getty Images)

Picture 2



(Source: MAPWI123380 © kali9/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) *Was lernst du gern in der Schule?*
- (b) *Wie findest du Lernen in einer Gruppe?*

Questions for Picture 2

- (a) *Wie findest du Hausaufgaben?*
- (b) *Was meinst du zum Lernen mit einem Computer?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **EXTRA CURRICULAR ACTIVITIES**, for example: *Was für Schulklubs machst du?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du gestern nach der Schule gemacht?*

(future tense) *Welche neue Aktivität möchtest du in der Zukunft machen?*



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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT14

Thematic context: Studying and my future

Picture 1



(Source: MAPWI123380 © kali9/Getty Images)

Picture 2



(Source: MAPWI123381 © kali9/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT14

Thematic context: Studying and my future

Picture 1



(Source: MAPWI123380 © kali9/Getty Images)

Picture 2



(Source: MAPWI123381 © kali9/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) *Wie findest du Hausaufgaben?*
- (b) *Was meinst du zum Lernen mit einem Computer?*

Questions for Picture 2

- (a) *Was ist dein Traumberuf?*
- (b) *Was meinst du zur Arbeit mit einem Computer?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **STUDYING**, for example: *Was ist deine Meinung zum Lernen mit Freunden?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du gestern nach der Schule gemacht?*

(future tense) *Welche neue Aktivität möchtest du in der Zukunft machen?*



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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT15

Thematic context: Studying and my future

Picture 1



(Source: MAPWI123381 © kali9/Getty Images)

Picture 2



(Source: 1411407767 © Rafa Fernandez Torres/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT15

Thematic context: Studying and my future

Picture 1



(Source: MAPWI123381 © kali9/Getty Images)

Picture 2



(Source: 1411407767 © Rafa Fernandez Torres/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) *Was ist dein Traumberuf?*
- (b) *Was meinst du zur Arbeit mit einem Computer?*

Questions for Picture 2

- (a) *Was lernst du gern in der Schule?*
- (b) *Wie findest du Lernen in einer Gruppe?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about their **SCHOOL LIFE**, for example: *Welche Schulfächer findest du interessant?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du gestern nach der Schule gemacht?*

(future tense) *Welche neue Aktivität möchtest du in der Zukunft machen?*

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Candidate STIMULUS

Picture task FPT16

Thematic context: Travel and tourism

Picture 1



(Source: MAPWI123382 Pearson Asset Library)

Picture 2



(Source: MAPWI123383 © sturti/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.



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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT16

Thematic context: Travel and tourism

Picture 1



(Source: MAPWI123382 Pearson Asset Library)

Picture 2



(Source: MAPWI123383 © sturti/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) *Was machst du gern in den Schulferien?*

(b) *Wo möchtest du Urlaub machen?*

Questions for Picture 2

(a) *Was meinst du zum Reisen mit dem Bus?*

(b) *Mit wem möchtest du Urlaub machen?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TRAVELLING ABOUT**, for example: *Wie findest du Reisen mit dem Auto?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du im letzten Sommer gemacht?*

(future tense) *Was wirst du mit Freunden in den Schulferien machen?*



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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

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Pearson

Candidate STIMULUS

Picture task FPT17

Thematic context: Travel and tourism

Picture 1



(Source: MAPWI123383 © sturti/Getty Images)

Picture 2



(Source: MAPWI123387 © Ground Picture/Shutterstock)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT17

Thematic context: Travel and tourism

Picture 1



(Source: MAPWI123383 © sturti/Getty Images)

Picture 2



(Source: MAPWI123387 © Ground Picture/Shutterstock)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) *Was meinst du zum Reisen mit dem Bus?*

(b) *Mit wem möchtest du Urlaub machen?*

Questions for Picture 2

(a) *Was trägst du gern, wenn es heiß ist?*

(b) *Was machst du mit Freunden im Sommer?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **ACCOMMODATION**, for example: *Wo möchtest du im Urlaub wohnen?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du im letzten Sommer gemacht?*

(future tense) *Was wirst du mit Freunden in den Schulferien machen?*



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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

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Candidate STIMULUS

Picture task FPT18

Thematic context: Travel and tourism

Picture 1



(Source: MAPWI123387 © Ground Picture/Shutterstock)

Picture 2



(Source: MAPWI123382 Pearson Asset Library)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes
15 minutes' preparation time

**Paper
reference**

1GN1/1F

German

PAPER 1: Speaking in German

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT18

Thematic context: Travel and tourism

Picture 1



(Source: MAPWI123387 © Ground Picture/ Shutterstock)

Picture 2



(Source: MAPWI123382 Pearson Asset Library)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

These prompts must not be rephrased. Each prompt can be used a maximum of **three times**.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) *Was trägst du gern, wenn es heiß ist?*
- (b) *Was machst du mit Freunden im Sommer?*

Questions for Picture 2

- (a) *Was machst du gern in den Schulferien?*
- (b) *Wo möchtest du Urlaub machen?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TOURIST ATTRACTIONS**, for example: *Was gibt es für Touristen in deiner Region?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Was hast du im letzten Sommer gemacht?*

(future tense) *Was wirst du mit Freunden in den Schulferien machen?*

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GCSE German Speaking Foundation tier

Paper 1 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be heard in the student's response for that band. As an examiner, you must be positive in your approach; look for opportunities to reward rather than penalise.
- When assigning a level, you should consider the overall quality of the answer and not focus disproportionately on 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 bands of the mark scheme you should use a 'best fit' approach for defining the band. You should then use the variability of the response to help decide the mark within the band. For example, if the response is predominantly band 5–6 with a small amount of band 7–8 material, it would be placed in band 5–6 but be awarded a mark of 6 because of the band 7–8 content.
- You must also use the *Additional guidance*, exemplification of live scripts issued at standardisation and your professional judgement to decide which band is most appropriate.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the response; you will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points. The number of bullet points in the band descriptor does not directly correlate to the number of marks in the band.

Additional guidance

Interaction between AO1/AO2 and AO3 marks (Picture task with conversation only)

- The response to spoken language (AO1) and response to stimulus marks (AO2) do not limit the mark for linguistic knowledge and accuracy (AO3), except where a student produces a response that is wholly irrelevant to the task set. In this circumstance, 0 marks for both (AO1)/(AO2) and (AO3) will be awarded.
- Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

Errors (AO3 grids: Picture task with conversation only)

A minor error - inaccurate but does not prevent meaning, i.e. the message may take time to understand but is still understood (see tables below).

A major error - inaccurate and prevents meaning, i.e. the message cannot be understood (see tables below).

Minor errors – inaccurate but do not prevent meaning	
Adjective agreement	Sie trägt ein weiß Hut. Der Himmel ist blaues .
Gender	Mein Stadt ist klein
Contractions	Es gibt einen Park im meiner Gegend.
Word order (incorrect)	In Zukunft ich werde studieren in Deutschland. Ich wohne gern hier, weil es ist ruhig.
Mother-tongue interference	Meine Mutter ist eine Lehrer. Ich gehe auf Fuß zur Schule.
Wrong case	Wir gehen in der Stadt. Es gibt einem Supermarkt.
Relative pronouns	Ich habe einen Bruder, die jünger ist.
Constructions	Ich gehe in die Stadt zu kaufen eine Jacke. Ich habe zu machen meine Hausaufgaben.

Major errors – inaccurate and prevent meaning	
Incorrect verb formation	Wir gehst oft ins Kino. Wir gegehen heute einkaufen. Ich wurde ins Ausland gefahren .
Tenses (incorrect)	Morgen hat er Musik gehört .
Vocabulary	Ich mag Eis und meine Freundin mag es zu . Ich du viel Sport.
Use of infinitive instead of conjugated verb	Yusuf spielen Fußball.
Mismatch of subject and possessive adjectives	Ich bewege dich im Park.
Mother-tongue interference	Wir gern Horrorfilme. Ich lese das Papier . Ich kaufe viel books .

NB: these are examples only and do not constitute a finite list. Some errors may fall into more than one category.

Glossary of terms

AO2 grid (Picture description task only)

Addressed (*Bullet points*): the mark grids for AO2 indicate the minimum number of bullet points in the task that **must** be addressed before a student may be placed in any particular band. A bullet point in a task will be considered addressed if there is evidence of a response to it. There is no requirement for equal development of the bullet points.

Before awarding a mark, examiners should consider coverage of the task bullet points alongside the other assessment criteria in the band, as a best fit in a lower band may be more appropriate. For example, a student who addresses two or more task bullet points in the picture task will not automatically be placed in one of the top two bands; they may be placed in one of the bottom two bands if they do not meet the other requirements for development of ideas and comprehensibility. Candidates may address the task bullet points in any order.

AO1 and AO2 grids (Picture task and conversation)

Development refers to additional detail, reasoning, justification and/or elaboration on key points.

Comprehensible relates to how easy it is to understand the main points and ideas of the response as a whole. Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

AO3 grids (Picture task and conversation)

Complex language includes features such as:

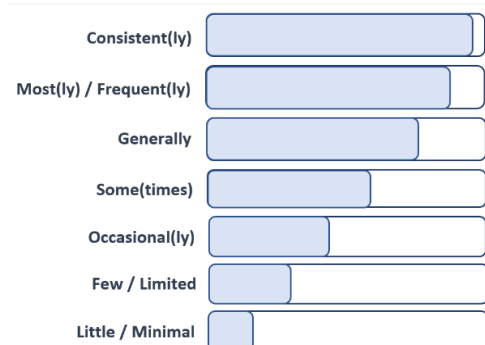
- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word order that is very different to English in form and/or function.

Variety refers to the range of vocabulary and grammatical structures **listed in the specification** for each tier. Any grammatical structures or vocabulary used which is outside of these lists is rewarded with equal (but not extra) credit.

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Equally, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.

Timeframes refers to expressions of past, present and future. Various tenses can be used to express a timeframe. For example, the present tense in the following sentence is used to express a future timeframe: 'I'm seeing my friends next week.' In the following sentence a future tense is used to express a future timeframe: "I will go to the cinema".

Differentiation terms within the mark scheme (AO1, AO2 and AO3 grids: all questions)



As guidance, the illustration gives an indication of the relative relationship of terms used in the mark grids. Note: The illustration should be referred to in conjunction with individual mark grids as each term does not necessarily equate to high or low marks. For example, although "frequent development..." equates to higher marks "frequent errors..." would conversely equate to lower marks.

Assessment criteria for the Foundation tier – Task 1

Read aloud – Foundation tier (12 marks)

Part 1 Read aloud (8 marks)

Students will read aloud a short text. There is one mark grid to be applied to this task. The mark grid is used to assess the clarity and comprehensibility of pronunciation based on knowledge and understanding of Sound Symbol Correspondences (SSCs). Examiners **must** use the specific *Guidance on application of read-aloud mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Part 1 – Read aloud – Foundation tier

Mark	AO3: Knowledge and accurate application of vocabulary
7–8	Pronunciation is generally clear and comprehensible; lapses in SSCs have limited impact on the message.
5–6	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
3–4	Pronunciation is occasionally clear and comprehensible; lapses in SSCs sometimes cause the message to break down.
1–2	Pronunciation is limited in clarity; lapses in SSCs often cause the message to break down.
0	No rewardable material.

Guidance on application of read-aloud mark grid

The read aloud will be marked holistically, taking into account the whole text that is read out. Students will not be assessed on the quality of their German accent. Anglicised accents will not impact on success as long as pronunciation is clear and comprehensible and SSCs are accurate. When assessing the read aloud, examiners should initially not look at the text when they are listening, but should assess the pronunciation based on how much they can understand of what the student says. Examiners should then check the text for any areas of uncertainty.

To exemplify application of the marking criteria for the read aloud text, FRA3 has been selected to demonstrate how lapses in pronunciation of single or multiple sounds (SSCs) impact negatively on comprehensibility. This guidance should be viewed in conjunction with the student and teacher cards, and the assessment criteria in the mark grid.

Ich wohne in Berlin.
Das ist eine große Stadt.
Ich mag die modernen Geschäfte im Zentrum.
Hier kann man mit Freunden sehr gut einkaufen.
Das mache ich gern am Samstag in der Nähe vom Bahnhof.

Examples of how lapses in SSCs impact on comprehensibility and cause the message to break down.

Original text	Transcription of mispronunciation	Impact
Nähe	Nahee	Mispronunciation of single or multiple sounds, creating words that cannot be recognised, rendering a phrase incomprehensible.
Bahnhofs	Bannoffs	
wohne	wonne	Mispronunciation creating a completely different German word that makes the message unclear.
mache	matche	
hier	hire	Mispronunciation of ie/ei endings impacting on the comprehensibility of words.
eine	eena	
die	dye	
Zentrum	English pronunciation	The English pronunciation of these cognates would make it more difficult for the message to be understood.
Berlin		

Part 2 – Short interaction based on text – Foundation tier (4 marks)

Students will answer two short questions based on the text they have read aloud. The mark grid is applied once to each response. There is a maximum of 2 marks for each answer. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded. Examiners **must** use the specific *Guidance on application of mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Guidance on application of mark grid

To exemplify application of the marking criteria for the short interaction, read aloud FRA1 has been selected to demonstrate a possible range of performance. This guidance should be viewed in conjunction with the student and teacher cards, and the assessment criteria in the mark grid.

Question 1: Was machst du gern am Samstag?

Mark	Possible responses	Application of mark descriptor
2	Ich gehe mit Freunden aus.	Response fully communicated.
1	Du machst gern einkaufen.	Some ambiguity; the use of the wrong pronoun and verb ending (copied from the question) makes the message somewhat unclear.
0	Stadt.	A one word answer is not sufficient for a mark here.

Question 2: Wie findest du deine Stadt oder deine Region?

Mark	Possible responses	Application of mark descriptor
2	Meine Stadt ist toll.	Response fully communicated.
1	Meine Meinung schlecht.	Ambiguity; whilst <i>schlecht</i> communicates a negative reaction, the absence of a verb phrase creates some ambiguity of meaning.
0	Ich finde nicht.	No rewardable material.

Assessment criteria for the Foundation tier – Task 2

Role play – Foundation tier (10 marks)

There is one mark grid to be applied to this task. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role-play cards. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded. Examiners **must** use the specific *Guidance on application of the mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Guidance on application of the mark grid

To exemplify application of the marking criteria, Foundation role play 1 (FRP1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the student and teacher cards, and the assessment criteria.

Foundation role play card 1 (FRP1)

You are in a cinema and you are buying tickets. I will play the part of the receptionist.

Prompt 1: Say how many tickets you want.

Question: Guten Tag. Kann ich Ihnen helfen ?

Mark	Descriptor	
2	Ich möchte zwei Karten für diesen Film.	Ich zwei Personen für diesen Film möchte.
	The request is fully communicated.	Despite the incorrect word order and even though the word for ticket isn't used, the request is fully communicated.
1	Ich will den Film für zwei bitte.	Ich mag Film sehen, zwei bitte.
	Response partially communicated. The omission of <i>kaufen</i> causes ambiguity.	Some ambiguity. There is no clear indication that the candidate wants to buy tickets.
0	Karten.	Film sehen.
	No rewardable communication. No detail of the request is given.	No rewardable communication. There is no mention of buying tickets or for how many people.

Prompt 2: Say what type of film you want to see.

Question: Was für einen Film möchten Sie sehen ?

Mark	Descriptor	
2	Ich möchte den James Bond Film sehen.	Ich sehen will eine Komödie.
	The type of film is fully communicated.	Despite the incorrect word order, the type of film is fully communicated.
1	Lustig.	Er will Komödie sehen.
	The response is ambiguous. It is not immediately clear that <i>lustig</i> refers to the type of film. Also, it is a one-word answer.	Response partially communicated. The use of the wrong person (third person singular) delays communication.
0	Heute Nachmittag.	Toll.
	No rewardable communication, the type of film is not communicated.	No rewardable communication. The candidate has given an opinion but has said nothing about the type of film they would like to see.

Prompt 3: Say at what time you want to see the film.

Question: Um wieviel Uhr möchten Sie den Film sehen?

Mark	Descriptor	
2	Um acht Uhr.	Um acht dreißig Uhr.
	The response is fully communicated.	Despite the incorrect structure, the response is fully communicated.
1	Wieviel um acht Uhr.	Heute Abend.
	Response partially communicated. A time is given but clarity is marred by the repetition of part of the question, which is not correct as part of the response.	Some ambiguity. A time period is given but not a specific time. This allows partial communication, but there is lack of clarity.
0	Halb Uhr.	Viertel.
	No rewardable communication. No clear time has been stated.	No rewardable communication.

Prompt 4: Say how you want to pay.

Question: Wie möchten Sie bezahlen?

Mark	Descriptor	
2	Ich möchte mit Karte zahlen.	Ich habe Euros hier.
	The response is fully communicated.	The response is fully communicated.
1	Wie zahlen mit Karte.	Ich habe Geld.
	Some ambiguity. The use of the question word <i>wie</i> makes the answer somewhat ambiguous.	Some ambiguity. The candidate does not state clearly how they intend to pay.
0	Kann ich zahlen ?	Für zwei Personen.
	No rewardable communication. The candidate has merely asked another question.	No rewardable communication. The candidate has not answered the question.

Prompt 5: Ask a question about food/drinks at the cinema.

Question: Haben Sie eine Frage ?

Mark	Descriptor	
2	Gibt es Getränke im Kino ?	Wo kann ich Wasser kaufen hier ?
	The candidate has asked a clear question about drinks at the cinema.	Despite inaccuracies in the word order, the candidate's question is appropriate and fully communicated.
1	Essen wo ?	Ich möchte trinken bitte ?
	Response is partially communicated as the verb <i>essen</i> in combination with a question word has been used, but the exact nature of the enquiry is not clear.	Some ambiguity because of the wording of the question.
0	Sie mag Getränke.	Geöffnet ?
	No rewardable communication. The nature of the enquiry about the drinks is not clear and the candidate's utterance is not phrased as a question.	No rewardable communication. Though the candidate asks a question, it is not clear what they are asking about.

Assessment criteria for the Foundation tier – Task 3

Picture task – Foundation tier (28 marks)

Part 1 – Picture description task (8 marks)

For this task, students are required to describe a picture. There are two mark grids to be applied to this task:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Examiners **must** use the *Additional guidance*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus			AO3: Linguistic knowledge and accuracy	
Mark	Descriptor		Mark	Descriptor
4	• Two or more bullet points addressed. • Ideas are generally developed, to describe different, relevant aspects of the picture. • Response is generally comprehensible; some messages may be unclear.		4	• Some variety of vocabulary and grammatical structures. • Generally accurate use of language; some minor errors, there may be an occasional major error.
3	• Two or more bullet points addressed. • Some development of ideas to describe different, relevant aspects of the picture. • Response is comprehensible in some parts; the message may occasionally break down.		3	• Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some of them major.
2	• One or more bullet point(s) addressed. • Occasional, brief development of ideas to describe different, relevant aspects of the picture. • Some parts of the response are comprehensible; the message sometimes breaks down.		2	• Limited variety of vocabulary and grammatical structures. • Limited accuracy in the language; frequent errors both major and minor.
1	• One or more bullet point(s) addressed. • Little or no development of ideas to describe different, relevant aspects of the picture. • Limited parts of the response are comprehensible; the message often breaks down.		1	• Minimal variety of vocabulary and grammatical structures; likely to use individual words and/or phrases in isolation. • Minimal accuracy in the language; errors throughout, most of them major.
0	No rewardable material.		0	No rewardable material.

Part 2 – compulsory questions relating to the picture (4 marks)

Students will answer two short questions related to the picture. The mark grid is applied once to each response. There is a maximum of 2 marks for each answer. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Part 3 – conversation (16 marks)

For this task, students will take part in a short conversation. There are two mark grids to be applied to this task:

- AO1: response to spoken language
- AO3: linguistic knowledge and accuracy.

Examiners **must** use the *Additional guidance*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO1: Response to spoken language			AO3: Linguistic knowledge and accuracy	
Mark	Descriptor		Mark	Descriptor
10–12	• Gives some relevant responses to questions. • Develops ideas with some extended sequences of speech. • Response is generally comprehensible; some messages may be unclear.		4	• Some variety of vocabulary and grammatical structures, occasional use of complex language. • Generally successful use of three timeframes. • Generally accurate use of language; some minor errors, there may be an occasional major error.
7–9	• Gives occasional relevant responses to questions. • Develops ideas with occasionally extended sequences of speech. • Response is comprehensible in some parts; the message may occasionally break down.		3	• Occasional variety of vocabulary and straightforward grammatical structures. • Some successful use of at least two timeframes, occasional slip in more complex constructions. • Some clear and accurate use of language; some major and minor errors.
4–6	• Gives limited relevant responses to questions; there may be times when the speaker is unable to respond. • Development of ideas is limited; brief responses which the speaker may not be able to sustain. • Limited parts of the response are comprehensible; the message sometimes breaks down.		2	• Limited variety of vocabulary and straightforward grammatical structures, likely to be repetitive. • Limited success with timeframes. • Limited accuracy with language; many major and minor errors.
1–3	• Gives minimal relevant responses to questions; often not able to respond/relies on rehearsed language that is irrelevant to the question. • Little or no development of ideas; very brief responses, which the speaker can often not sustain. • Isolated parts of the response are comprehensible; the message frequently breaks down.		1	• Minimal variety of vocabulary, likely to use individual words and/or phrases in isolation. • Minimal success with timeframes. • Minimal accuracy in the language; errors throughout, both major and minor.
0	No rewardable material.		0	No rewardable material.

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