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Examiner's Report Principal Examiner Feedback

Summer 2018

Pearson Edexcel GCSE
In German (1GN0) Paper 2F
Speaking in German

edexcel 

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Examiner Report for 1GN02 Foundation 2018

i) Outline

This is the first year of the new 2016 (1-9) specification which replaces the 2009 specification of the controlled assessment speaking examination. There are major differences in the way the examinations are prepared by Edexcel Pearson and conducted by centres. In the previous specification the outcome for this paper was determined through a controlled assessment route, only one of the two tasks required was submitted for moderation purposes and the entire content was decided by centres in consultation with their students. Whilst the weighting of this component has been reduced by 5%, from 30% to 25%, this does not reflect the significant changes to the testing of this skill.

In the new specification Edexcel Pearson provides the stimulus cards for the role plays and picture-based tasks. Students only have one opportunity of sitting the new GCSE speaking examination whereas they had potentially several opportunities taking different controlled assessments in the past. All new speaking tests are marked by examiners at Edexcel Pearson rather than teachers marking all the tests and a sample being moderated by Edexcel Pearson as was the case for the old specification.

The new speaking examination for the Foundation level consists of three parts: 1) a roleplay with 5 prompts and a maximum of 10 marks, 2) a picture-based task again with five prompts and a maximum of 24 marks and 3) a conversation of two topic areas and a maximum of 36 marks. The overall mark is 70.

There are 10 Foundation role plays and 10 Foundation picture-based cards. There is also a Sequencing grid which centres have to follow when deciding which student receives which role play and which picture-based card. Students are allowed to nominate their first topic of the conversation and must inform their teacher of this two weeks prior to the examination.

Students have 12 minutes combined preparation time for the role play and picture-based card. In the Foundation role play the third prompt is an unknown question marked with! on the card. The last prompt requires the student to ask a question. The first task for each picture-based card is a description of the photo, the third task requires a response with a past time frame and the fourth task requires a future time frame.

For the Foundation role plays and picture-based tasks teachers are not allowed to rephrase questions. They are allowed to repeat the question three times in both scenarios and in the picture-based tasks to add 'Warum (nicht)?' or 'Noch etwas?' If students give an initial incorrect response and teachers ask the question again any correct response from students will not be given credit.

The role plays and picture-based cards have no time limit but the conversations should last between 3.5-4.5 minutes for Foundation. The two topics should be given equal time. Students are allowed to present their first topic for one mi-

nute. Any response started after 4.5 min will not be given credit. If the first conversation is a monologue without questions and answers the mark for Interaction and Spontaneity is capped at 6.

ii) General Section

The new examination was approached professionally by teachers and students who had prepared well for their speaking test. After a short introduction to the tasks each section will feature two examples of well-conducted tasks with realistic performances by non-native speakers of German.

a) Role plays: The fact that teachers cannot change the role play or photocard questions ensures clarity and fairness between centres. The best students responded with short, concise replies which conveyed all aspects of the prompt. They had obviously understood that this was a short part of the test and was worth 10 out of 70 marks, so short, concise answers were needed. A good number of students were clearly used to role plays and to making up answers but some struggled by wanting to tell the truth, especially if they had never been to Switzerland, Austria or Germany.

It is important to set the scene for the role play and to include the preamble, and female teachers should use the female versions of the nouns, e.g. Verkäuferin.

Example 1:

Task 1 – Role play (FR3)

49 seconds

- Teacher: O.K. Aufgabe eins das Rollenspiel.
So. Du gehst zu einem Tennisspiel mit deinem deutschen Freund.
- Student: Ja.
- Teacher: Du sprichst mit deinem Freund. O.K. Warum möchtest du zum Tennisspiel gehen?
- Student: Ich liebe Tennis, weil es sehr Spaß und interessant ist.
- Teacher: Und wie lange dauert das Tennisspiel?
- Student: Der Tennis beginnt um 8 Uhr und endet um 12 Uhr.
- Teacher: O.K. Für welchen anderen Sport interessierst du dich?
- Student: Ich mag Rugby. Es ist sehr lustig und nützlich.
- Teacher: Und welche Kleidung muss ich tragen?
- Student: Der Person trägt Sportschuhe und ein grau T-Shirt.
- Teacher: Kein Problem. Und?
- Student: Magst du Sport?
- Teacher: Ab und zu. Am Wochenende manchmal.

In this role play (FR3) the teacher examiner read out the introduction setting the scene as intended. For all subsequent questions the teacher did not stray from the script and asked the prescribed questions. The student gave short responses and asked a relevant question for prompt 5. The responses covered the necessary points and two marks were awarded for prompts 1, 2, 3 and 5. The response to prompt 4 might have been seen as ambiguous but it was felt that it communicated well enough and it was also given two marks. Therefore, the role play received **10 marks** in total.

Example 2:

Task 1 – Role play (FR6)

55 seconds

- Teacher: Wir beginnen mit dem Rollenspiel Nummer 6. Sie sind in einer Touristeninformation in der Schweiz. Sie suchen ein Hotelzimmer. Sie sprechen mit der Managerin. Kann ich Ihnen helfen?
- Student: Ich möchte Zimmer für eine Person.
- Teacher: OK. Was für ein Zimmer suchen Sie?
- Student: Ich möchte eine große Zimmer.
- Teacher: OK. Wie lange möchten Sie im Hotel bleiben?
- Student: Bitte?
- Teacher: Wie lange möchten Sie im Hotel bleiben?
- Student: Um sieben Tag.
- Teacher: Warum besuchen Sie die Schweiz?
- Student: Ich möchte in die Schweiz fahren, weil es interessant ist.
- Teacher: Gut.
- Student: Was kostet das?
- Teacher: Das Zimmer kostet 50 Euro pro Nacht.

In this role play the teacher examiner also kept to the wording of the script provided by Edexcel Pearson and set the scene for the student. The student produced five coherent responses despite minor errors and was awarded two marks for each response. When asking for a prompt to be repeated the student said 'Bitte?' which was enough to signal to the teacher examiner to repeat the question. There were no supplementary questions by the teacher examiner which would have rendered the subsequent student response void and the student would not have scored a mark.

The total mark for this role play was **10 marks**.

b) Picture-Based Task: This was generally executed well by most centres. A good number of students were able to give a structured, detailed description of the picture for which they had been taught relevant vocabulary ('Im Vordergrund/Hintergrund sieht man...', etc.), and knew that there were questions that required them to refer to past and future events.

Example 1:

Task 2 – Picture-based task (FP5)

2 minutes 50 seconds

- Teacher: O.K. Also. Wir machen jetzt die Fotokarte. So Fotokarte. Beschreib mir das Foto.
- Student: Im Bild gibt es neun Person. Es ist sehr kalt und also sonnig. Im Hintergrund gibt es viele Berge. In Mittel der zwei Leute trägt trägt ein grün Jacke und schwarz Hose.
- Teacher: Ich finde Skifahren toll. Was meinst du?
- Student: Meiner Meinung nach liebe Skifahren. Es ist sehr Spaß und lustig.
- Teacher: Noch etwas?
- Student: Ich gehe Skifahren einmal pro Jahr.
- Teacher: ?
- Student: Also ich gehe mit meiner Familie und nach Deutschland.
- Teacher: O.K. Und Nummer 3. Was hast du letztes Jahr in Urlaub gemacht?
- Student: Letztes Jahr bin ich Österreich gefahren. Und Vienna fahren. Die Stadt war sehr schön und die Leute war ziemlich nett. Die der Essen war sehr gut und es war sonnig und ziemlich kalt.
- Teacher: Noch etwas? Was hast du gemacht?
- Student: Ich macht Wassersport. Also wander. Also laufen in die Stadt.
- Teacher: Und nächste Frage. Was sind deine Pläne für den nächsten Urlaub?
- Student: Nächstes Urlaub werde ich Amerika fahren. Mein Familie wohnt der. Da Essen ist sehr gut also der die Gebauer die Gebäude sehr sehr schön und modern und großer
- Teacher: Und in welches Land möchtest du gern in Urlaub fahren?
- Student: Mein Lieblingsland ist Deutschland, denn die Kultur sehr nett und die Leute sehr hilfsbereit.
- Teacher: Ja.
- Student: Also Deutschland ich ... ich ge
- Teacher: O.K. Wir machen jetzt. Also ich nehme die Karte weg.

At the beginning of this task the teacher examiner made the transition from the role play to the picture-based task in German which allowed for the speaking test to flow and keep the student on task. The student described the picture and answered all the questions and responded to the set questions with some development, some hesitation (see at the end) and some prompting (Noch etwas?) necessary. The student managed some effective adaptation of language to describe, narrate and inform ('Im Hintergrund gibt es viele Berge.'). Furthermore, the student gave opinions with brief justifications ('Es ist sehr Spaß und lustig' / , denn die Kultur sehr nett und die Leute sehr hilfsbereit.'). For **Communication and Content** the student was awarded **10 marks**. The student was able to deliver some accurate grammatical structures including some successful references to past, present and future events ('Letztes Jahr bin ich Österreich gefahren.' / Nächstes Urlaub werde ich Amerika fahren.) There was a little ambiguity when not referring to Vienna in German as 'Wien' and when mentioning 'also der die Gebauer'. For **Linguistic Knowledge and Accuracy** the student was awarded **5 marks**. The total for the picture-based task was therefore **15 marks**.

Example 2:

Task 2 – Picture-based task (FP7)

2 minutes 35 seconds

Teacher: Und jetzt das Foto Nummer 7. O.K. So NAME. Beschreib mir das Foto.

Student: Auf dem Foto gibt es viele Leute und sie trägt ein rosa Hemd und eine rosa Shorts. Er hat eine lange blonde Haare und er hat braune Augen.

Teacher: Noch etwas?

Student: Und er. Das Stadium ist sehr groß.

Teacher: Internationale Fußballspiele finde ich interessant. Was meinst du?

Student: Ich mag international Fußballspiele. Meine Lieblingsmannschaft ist Real Madrid. Ich finde das wirklich spannend. Ich nicht so gern Barcelona. Ich finde das nicht unterhaltsam und ziemlich langweilig.

Teacher: Was für ein Sportfest hast du schon besucht?

Student: Ich. Wir haben nach Frankreich gekauft gefragt. Wir haben in ein Paris Saint Germain Stadium gegangen. Es war sehr groß.

Teacher: Noch etwas?

Student: Und in der Stadion das war viele Leute und das und das Stadion ist sehr unterhaltsam und groß.

Teacher: Welche Sportaktivitäten möchtest du nächste Woche machen?

Student: Ich habe ein Fußballspiel und ich werde Basketball. Ich möchte nach Spanien Spanien fahren und ich werde Fußball spielen.

Teacher: OK. Was ist deine Meinung zu Musikfesten?

Student: Ich finde, dass Musikfesten spannend, weil es viele Leute ist.

Teacher: O.K. O.K. Danke schön.

In this picture-based task the teacher examiner also managed the transition in German. The teacher stayed with the prescribed script and did not ask additional questions, student answers to which would have been ignored by examiners when considering the mark. The student described the picture and answered all the questions. The student responded to the set questions with some development and some prompting (Noch etwas?) necessary. The student managed some effective adaptation of language to describe, narrate and inform ('Er hat eine lange blonde Haare und er hat braune Augen.') There were also opinions with brief justifications ('Meine Lieblingsmannschaft ist Real Madrid. Ich finde das wirklich spannend.') 'Ich finde, dass Musikfesten spannend, weil es viele Leute ist.') For **Communication and Content** the student was awarded **11 marks**. The student was able to deliver some accurate grammatical structures including some successful references to past, present and future events ('Wir haben in ein Paris Saint Germain Stadium gegangen. Es war sehr groß.') 'Ich möchte nach Spanien Spanien fahren und ich werde Fußball spielen.') For **Linguistic Knowledge and Accuracy** the student was awarded **5 marks**. The total for the picture-based task was therefore **16 marks**.

c) Conversation: The topics chosen by the students were fairly evenly spread across the five themes although quite a number of students chose topic area 5, probably in order to avoid it as an unknown element. A good number of teacher examiners chose questions that allowed students to display a good range of grammatical structures and topic-related vocabulary. They asked questions which allowed for a natural conversation where students were able to show some interaction and spontaneity rather than just a list of questions being worked through.

Example 1:

Task 3 – Conversation (5 minutes 18 seconds)

Part 1 (Theme 3 – School)

3 minutes 08 seconds

Teacher: Und wir machen jetzt Konversation eins. Das. Du hast die. Du hast das Thema von Schule vorbereitet, ja? Also bitte, beschreib deine Schule.

Student: Ich besuche Reed Schule. Es ist ein privat Schule. Sie liegt in Südwestengland und ich ziemlich teuer. Meiner Meinung nach ich die Schule ist sehr gut, weil der Lehrer und Lehrerin sehr hilfsbereit sind. Die Schul beginnt um 8 Uhr dreißig und ich habe 10 Stunden pro Tag. Es gibt viele Aktiviten obwohl ich im Moment keine Zeit dafür haben, weil ich Prüfungen arbeiten. Es gibt der die Gebauer sehr schon und modern. Und es gibt eine große Bibliothek.

Teacher: O.K. Gut. Und was ist dein Lieblingsfach?

Student: Mein Lieblingsfach ist Mathe, weil es ist sehr nützlich und die Lehrer

ist sehr gut.

Teacher: O.K. Also beschreib deinen Lehrer. Wie ist dein Mathelehrer?

Student: Mein Mathelehrer ist sehr groß und ist sehr lustig und nicht streng.

Teacher: O.K. Und magst du die Schuluniform?

Student: Ja, ich mag die Schuluniform, weil es ist sehr teuer und ziemlich unbequem.

Teacher: Und was trägst du als Uniform? Was

Student: Ich trage eine blaue Blouse-Jacke und schwarze Hose und eine blaue und schwarze Krawatte

Teacher: O.K. Gut. Und wie findest du die Schulregeln. Gerech hast du gesagt. Also was darf man machen? Was darf man nicht machen?

Student: Ich finde die Schulregeln sehr gut, aber ich komme gut mit der Schulregel. Man kann nicht rauchen. Es ist sehr ungesund.

Teacher: Und als AGs? Was machst du in der Schule als nach der Schule als AGs?

Student: Nach der Schule mache ich normalerweise meine Hausaufgaben und also gehe ich

Teacher: Aber Klubs, Aktivitäten

Student: Gehe ich Computerspiele

Teacher: Spielst du Fußball?

Student: Ich spiele Hockey und

Teacher: Was hast du letzte Woche gespielt?

Student: Letzte Woche habe ich Rugby gespielt.

Teacher: Und wie war das?

Student: Es war sehr gut.

Teacher: Gut. O.K.

Part 2 (Theme 4 – Future aspirations, study & work) 1 minutes 57 seconds

Teacher: Also jetzt machen wir die Konversation zwei. Das ist die Arbeitswelt. Hast du Arbeitspraktikum oder Erfahrung gehabt?

Student: Ja. Bilm Arbeitspraktikum werde ich

Teacher: Hast du Arbeitspraktikum gemacht?

Student: Letztes Jahr. Letztes Jahr mache habe ich. Letztes Jahr habe ich ein Büroarbeit

Teacher: Was hast du gemacht im Büro?

Student: Ich habe Telfonanrufe machen und E-Mails schreiben geschrieben. Es war sehr langweilig.

Teacher: Was noch? Was noch?

Student: Es war zwei Monat.

Teacher: Ja. O.K. Und welchen Job würdest du nicht gern machen?

Student: Ich möchte nicht ein Banker, weil es ist es sehr langweilig und stressig ist. Also man muss gute Noten arbeiten in die Schule.

Teacher: Gut, gut. Und was wolltest du als Kind werden?

Student: Als ich Kind, wollte ich ein Feuerwerksmann werden, denn es war sehr lustig und hilfsbereit.

Teacher: Aber jetzt? Jetzt ist anders ja?

Student: Jetzt möchte ich ein Arzt, weil es ist, weil es sehr interessant und nett ist.

In the conversation part of the speaking test the student opened with a short presentation. The teacher examiner started with a question which was linked to the presentation and the subsequent questions arrived naturally out of the interaction between student and teacher examiner. The questions were relevant and at the correct level for this student. They did not seem to form part of a predetermined list of questions which were asked of all students from a particular centre. The student communicated information relevant to the topics and questions with occasionally extended sequences of speech (,Ich finde die Schulregeln sehr gut, aber ich komme gut mit der Schulregle. Man kann nicht rauchen. Es ist sehr ungesund.'). The student was able to produce straightforward ideas, thoughts and opinions with occasional justification. ('Ja, ich mag die Schuluniform, weil es ist sehr teuer und ziemlich unbequem.')

There was a limited variety of mainly straightforward vocabulary and communication might be constrained because of a restricted range of vocabulary (,Letztes Jahr mache habe ich. Letztes Jahr habe ich ein Büroarbeit.'). The mark awarded for **Communication and Content** was **8 marks**. The student was occasionally able to respond spontaneously with some examples of natural interaction. There was occasional evidence of being able to initiate and develop responses independently and occasionally being able to sustain the communication. ('Ich möchte nicht ein Banker, weil es ist es sehr langweilig und stressig ist. Also man muss gute Noten arbeiten in die Schule.')

The mark for **Interaction and Spontaneity** was **7 marks**. The student manipulated a limited variety of mainly straightforward grammatical structures. There was minimal use of complex structures. There were some successful references to past, present and future events but also some ambiguity. (,Letzte Woche habe ich Rugby gespielt.)/ 'Als ich Kind, wollte ich ein Feuerwerksmann werden, denn es war sehr lustig und hilfsbereit.')

The mark for **Linguistic Knowledge and Accuracy** was **7 marks**. The total for the conversation was therefore **22 marks**.

The **total** for the student in Example 1 for the entire speaking examination was **47 marks** out of a possible 70 marks.

Example 2:

Task 3 – Conversation (4 minutes 30 seconds)

Part 1 (Theme 1 – Identity and Culture.) 2minutes 18 seconds

Teacher: So, wir machen jetzt das Gespräch und als Erstes reden wir über Thema eins. So NAME was ist dein Thema?

Student: Mein Hobby

Teacher: OK. Kannst du bitte beginnen.

Student: Für mich. Für mich ist. Für mich ist alles Sport. Meine Lieblingssport ist Fußball. Meine Lieblingsmannschaft ist Manchester United und mein Lieblingsspieler ist Ryan Giggs. Ich spiele gern Fußball. Ich trainiere. Meine Trainierung ist schwer. Ich trainiere dreimal pro Woche und ich muss zu Fußballplatz gehen und ich fahre mit dem Auto. Meine Essen ist wichtig. Ich essen viele Obst und Gemüse. Kohlenhydrate ist sehr wichtig und ich viele Wasser und das ist sehr gesund

Teacher: O.K. Danke schön. So ist deine Familie sportlich?

Student: Ja, meine Familie ist sehr sportlich. Meine Schwester spielt Netball.

Teacher: Und was hast du vielleicht letztes Wochenende mit deiner Familie gemacht?

Student: Wir haben Fußball und Golf spielen. Ich mag Golf. Ich finde das sehr interessant.

Teacher: Und hast du andere Hobbys?

Student: Ja, ich habe viele Hobbys. Meine Lieblingshobby ist Musik. Ich höre gern Garage. Meine Lieblingsgruppen ist Arctic Monkeys.

Teacher: Und liest du gern?

Student: Ich nicht so lies lese. Ich nicht so lese. Ich finde das sehr langweilig

Teacher: Und was möchtest du nächstes Wochenende machen?

Student: Ich werde ein Fußball und Basketball spielen und ich viele Obst und Gemüse essen.

Teacher: O.K. Danke schön

Part 2 (Theme 3 – School) 1 minute 59 seconds

Teacher: So wir machen mit Thema 3 weiter. O.K. NAME Hast du einen Lieblingslehrer in der Schule?

Student: Meine Lieblingslehrer ist Mr Armstrong.
Teacher: Warum?
Student: Weil es sehr interessant ist.
Teacher: Und hast du ein Lieblingsfach?
Student: Meine Lieblingsfach ist Mathe, weil es sehr wichtig ist.
Teacher: Und kannst du deine Schuluniform beschreiben?
Student: Ich finde das Schuluniform ist sehr langweilig und
Teacher: Was trägst du?
Student: Ich trägt eine Hemd und Scharze. Es ist sehr nicht bequem
Teacher: Was hast du gestern in der Pause gemacht?
Student: In der Pause gemacht gestern ich trinke ich habe Cola getrunken und ich esse und ich habe Pizza gegessen.
Teacher: Was wirst du nächstes Jahr machen?
Student: Ich werde. Ich werde nach England fahren.
Teacher: Und was wirst du in England lernen??
Student: Ich werde nach Manchester fahren.
Teacher: Gibt es Clubs nach der Schule in St John's?
Student: Ja.
Teacher: Was kann man machen?
Student: Bitte?
Teacher: Was kann man nach der Schule machen?
Student: Ich spiele Fußball und ich Schwimmbad.
Teacher: O.K. So. O.K. Danke schön. Sehr interessant.

In this conversation the student also opened with a short presentation. The teacher examiner started with a question which was linked to the presentation and the subsequent questions evolved naturally out of the interaction between student and teacher examiner. The questions were relevant and at the correct level for this student. The student was able to communicate relevant information to the topics and questions and there were some extended sequences of speech. ('Ja, ich habe viele Hobbys. Meine Lieblingshobby ist Musik. Ich höre gern Garage. Meine Lieblingsgruppen ist Arctic Monkeys.') The language used produced straightforward ideas and thoughts. There were some opinions and justifications expressed ('Meine Lieblingsfach ist Mathe, weil es sehr wichtig ist.'). Communication was occasionally constrained because of a restricted range of vocabulary ('Ich spiele Fußball und ich Schwimmbad.'). The mark awarded for

Communication and Content was **8 marks**. The teacher tried to bring an element of spontaneity to the conversation when asking 'Was trägst du?' when the student was deliberating about further opinions on the school uniform. The student coped well with this. There were some examples of natural interaction and independently developed responses ('Wir haben Fußball und Golf spielen. Ich mag Golf. Ich finde das sehr interessant.'). The mark for **Interaction and Spontaneity** was **8 marks**. The student was able to manipulate a variety of mainly straightforward grammatical structures with some successful references to past, present and future events although errors occurred and at times hindered clarity of communication ('In der Pause gemacht gestern ich trinke ich habe Cola getrunken und ich esse und ich habe Pizza gegessen.'). The mark awarded for **Linguistic Knowledge and Accuracy** was **8 marks**. The **total** for the conversation was therefore **24 marks**.

The **total** for the student in Example 2 for the entire speaking examination was **50 marks** out of a possible 70 marks.

iii) Common errors and misunderstandings

a) Role plays: In general tasks worked as intended although some students found the following prompts more difficult.

FR1 Prompt 2 Students seemed to find it difficult to work out that they were meant to say something along the lines of 'Ich möchte in das Geschäft in der Stadt gehen'.

FR2 Prompt 1 (and others) The prompt 'Aktivitäten-Informationen' appeared in different role plays and students sometimes made up quite elaborate sentences rather than to simply say 'Ich möchte Informationen über Aktivitäten, bitte.' or something to that effect.

FR2 Prompt 2 A number of students found it difficult to link 'Interesse – Geschichte' in order to say that they are interested in history.

FR5 Prompt 2 (and others) The word 'Grund' seems to have not been known by a number of students despite appearing in the Sample Assessment Materials.

It is important to keep the answers to the role plays short and to the point taking into account the prompts which are given for a particular role play.

b) Picture-based tasks: Some students only provided a sentence or two when describing the picture and did not give fully developed answers for the other prompts either. Contrary to the role plays, where one sentence is sufficient to achieve the maximum two marks, the picture-based tasks require the student to provide fuller answers in order to access the higher mark bands. A good guide is about five sentences for describing the picture and three sentences for each of the other prompts. Students should take the lead here and not wait for teachers to ask 'Warum?' or 'Noch etwas?'.

c) Conversation: Students at times rushed their presentation which made it more difficult to understand and it seemed not to be part of a natural conversation. They tried to put too much information into the presentation when it might have been better to keep some of this material back in order to answer questions by teachers more fully. Students should also be aware that they are required to answer naturally rather than reel off prepared answers in order to access the higher marks for **Interaction and Spontaneity**.

The presentation element in a number of tests exceeded the maximum length of one minute, which is not in the spirit of the conversation part of the examination, where the presentation is only meant to serve as a springboard for the ensuing conversation. During the conversation, examiners are looking for an element of genuine spontaneity. Students are advised to go beyond a minimum answer and freely include opinions and justifications to their responses.

iv) Administrative Matters: Most schools dealt with the administration of the new specification admirably considering there was a completely different approach to the speaking tests. Almost all centres filled in the CS2 form correctly and provided both students' and teachers' signatures. A required tracking list was also almost always included and proved very useful for examiners when determining which test they were listening to. The most accessible recordings were generally on USB sticks and students and teachers alike could be heard clearly. Some centres encrypted their recordings on USB devices and sent the encryption code with the device which seemed an unnecessary burden for examiners and resulted in a couple of issues where tests were not accessible. Recordings on CD were of variable quality and at times it was difficult to hear the student as the microphone seemed too far away from them. Background noise was also a problem with some centres. Examinations should take place in a quiet location without background noise from other classes or during break times. It can be difficult for examiners to hear the recording and it is also very distracting for students if they have to deal with a lot of noise during their examination.

v) Timings: The role plays and picture-based tasks do not have stipulated time limits and many centres carried them out efficiently allowing students to give full answers and henceforth they received fair marks for their efforts. However, the length of the conversation was quite often too long as a considerable number went beyond the prescribed 4.5 min at Foundation. As any answer started after 4.5 min is discounted, students were not always able to access the highest marks if relevant questions were not asked within 4.5 min (e.g. questions eliciting opinions and different time frames). An equal amount of time to both parts of the conversation was not always evident and often the first part took up most of the conversation (sometimes because the presentation was far too long). This has consequences for the awarding of marks for **Interaction and Spontaneity**. If the presentation is too long and not many genuine questions can be asked, students will not be rewarded for it.

vi) Grade Boundaries:

vii) Summary Section:

Based on their performance this year students should:

- Make sure that they are familiar with the vocabulary on prompts for the **role plays** (e.g. Grund, Meinung, Beispiel, was für)
- Look at what prompts in **role plays** require them to do.
- Keep **role plays** short. One sentence answers are enough.
- Practise asking questions in **role plays**
- Listen carefully to the question the teacher asks in the third prompt of the **role play** marked with !
- Give a full description of the picture of the **picture-based task**. At least three good sentences, five to seven are better. (Describe people, activities, weather, give opinions)
- Remember: The third prompt of the **picture-based task** requires an answer in a past time frame, the fourth prompt requires an answer in a future time frame.
- Keep their presentation in the **conversation** to maximum one minute. Try not to rush it.
- Try and take the initiative in the **conversation** by giving opinions and adding extra information without being explicitly asked by the teacher.
- Ask for a repeat of the teacher's question in **German**.

