GCE A LEVEL MARKING SCHEME

SUMMER 2025

A LEVEL
GERMAN - COMPONENT 1
A820U10-1

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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GCE A LEVEL GERMAN

SUMMER 2025 MARK SCHEME

COMPONENT 1: SPEAKING (60 MARKS)

Principles of Marking

Conduct of the Speaking assessment

Examiners are required to familiarise themselves with section 3.2 of the specification.

General Advice for Visiting Examiners

You are asked to read and digest thoroughly all the information in the stationery pack. Particular attention should be paid to the following instructions regarding marking:

- as an examiner you must be positive in your approach. Look for opportunities to reward rather than penalise. Candidates who use strategies such as adjusting the message, circumlocution, self-correction or repair strategies should not be penalised

- Task 1: Independent research project - make sure you are familiar with the assessment grids for the independent research project

- Task 2: Themed card - make sure that you are familiar with the assessment grids for marking the stimulus card and that you consider the marks and descriptors carefully when awarding a mark for each assessment objective.

Timings for each section of the assessment must be adhered to. Any speaking evidence which exceeds these timings will not be credited.

If a candidate's speaking assessment falls short of the stipulated timings, the candidate may self-penalise as it is likely that there will not be enough speaking evidence to access the full mark range.

The two theme-based stimulus cards must be presented to the candidate using the grid which will be provided by WJEC Eduqas each year. The candidate must choose which of the two cards he/ she wishes to prepare for Task 2.

An example of a grid appears on the following page. You must ensure that the candidate is offered the following two cards in order for each candidate. Should the card be on the same theme as chosen for the independent study, the original card should be replaced with the next card in the pack. Should there be more than 24 candidates in a centre, start the card grid order from the beginning.

When writing or speaking about themselves, gender identification should not be an issue as they should be using first-person pronouns. If candidates choose to write or speak in the third-person, they must be consistent in their pronoun choices, for example, use of ‘they/them/xe/xhe’ should not be seen as grammatically incorrect if the candidate is consistently using the chosen pronoun throughout their writing. Please be mindful of candidates’ choices in assessing all work. When discussing another individual in the third person where gender or gender preference is unknown or undisclosed, WJEC expects consistent application of the gender agreement of the candidate’s choice, for example, the discussion of a writer’s craft could make reference to ‘him/her’ or ‘they’.

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Cand. number	Card	**Cand. number**	Card
1	1 & 3	**13**	12 & 4
2	2 & 4	**14**	11 & 5
3	3 & 5	**15**	10 & 6
4	4 & 6	**16**	9 & 7
5	5 & 7	**17**	8 & 6
6	6 & 8	**18**	7 & 5
7	7 & 9	**19**	6 & 4
8	8 & 10	**20**	5 & 3
9	9 & 11	**21**	4 & 2
10	10 & 1	**22**	3 & 1
11	11 & 2	**23**	2 & 12
12	12 & 3	**24**	1 & 11

Applying banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has descriptors for the performance level of that band.

Stage 1 – Deciding on the band

When deciding on a band for each assessment objective, the assessment should be viewed holistically. Beginning at the lowest band, you should look at the descriptors for that band and see if they match the qualities shown in the candidate's response. If the descriptors at the lowest band are evidenced, you should move up to the next band and repeat this process for each band until the descriptors match the response.

If a candidate's assessment covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band. For instance if the response is mainly in band 2 but with a limited amount of band 3 content, the mark awarded would be close to the top of band 2 as a result of the band 3 content. Small omissions in some parts of their response may not negatively affect the mark awarded.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. WJEC will provide standardising material to be used as reference material throughout the assessment period. When marking, you can use this material to decide whether a candidate's response is of a superior, inferior or comparable standard to the examples. You are reminded of the need to revisit the standardising material as you apply the mark scheme in order to confirm that the band and the mark allocated are appropriate to the response given.

When you are marking the candidate's responses to the stimulus card you should consider the indicative content given for each card. However, you **must** bear in mind that the indicative content is **not** exhaustive and is for guidance only. Reward all valid responses.

The indicative content is given on each of the stimulus cards to assist with marking.

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Component 1

Speaking assessment – mark allocation

Marks	AO1	AO2	AO3	AO4	Total marks
Task 1a: Presentation of independent research project		5		5	10
Task 1b: Discussion of independent research project	5		15	10	30
Task 2: Theme based discussion using stimulus card	5	5	5	5	20
Total marks	10	10	20	20	60

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Task 1a – Speaking assessment grid for presentation of independent research project **10 marks in total**

Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO4: show knowledge and understanding of different aspects of the culture and society of countries / communities where the language is spoken
5	• Excellent presentation and understanding of research findings, based on information drawn from a wide variety of sources.	**5**	• Excellent knowledge and understanding of the culture and society of German and/or German-speaking countries and communities relevant to the topic.
4	• Very good presentation and understanding of research findings, based on information drawn from a wide variety of sources.	**4**	• Very good knowledge and understanding of the culture and society of Germany and/or German-speaking countries and communities relevant to the topic.
3	• Good presentation and understanding of research findings, based on information drawn from a variety of sources.	**3**	• Good knowledge and understanding of the culture and society of Germany and/or German-speaking countries and communities relevant to the topic.
2	• Reasonable presentation and understanding of research findings, based on information drawn from a limited range of sources.	**2**	• Reasonable knowledge and understanding of the culture and society of Germany and/or German-speaking countries and communities relevant to the topic.
1	• Basic presentation and understanding of research findings, with some evidence of research having been undertaken.	**1**	• Superficial knowledge and understanding of the culture and society of Germany and/or German-speaking countries and communities relevant to the topic.
0	• Nothing of value.	**0**	• Nothing of value.

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Task 1b – Speaking assessment grid for discussion of independent research project **30 marks in total**

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
5	• Excellent responses to all questions on the independent research project; always detailed and assured. • Excellent interaction: engages very well, with spontaneity, and sustains discussion.	**13-15**	• Excellent level of accuracy in manipulation of grammar; almost error-free. • Excellent idiomatic use of language and a wide variety of structures employed. • Consistently accurate pronunciation and intonation which sounds authentic.	**9-10**	• Excellent knowledge and understanding of the culture and society of Germany and/or German-speaking countries and communities relevant to the topic. • Ideas and points of view are convincingly argued and always supported by relevant evidence. • Conclusions are based on excellent analysis and evaluation of relevant issues.
4	• Very good responses to most questions on the independent research project; mostly detailed. • Very good interaction: engages well, with some spontaneity, and sustains discussion.	**10-12**	• Very good level of accuracy in manipulation of grammar; some errors occur when attempting more sophisticated or abstract contexts and structures. • Very good idiomatic use of language and a wide variety of structures employed. • Mostly accurate pronunciation and intonation.	**7-8**	• Very good knowledge and understanding of the culture and society of Germany and/or German-speaking countries and communities relevant to the topic. • Ideas and points of view are convincingly argued and usually supported by relevant evidence. • Conclusions are based on very good analysis and evaluation of relevant issues.
3	• Good responses to most questions on the independent research project; sometimes detailed. • Good interaction: engages reasonably well, with a little spontaneity, and sustains discussion for the most part.	**7-9**	• Good level of accuracy in manipulation of grammar, with some errors. • Good idiomatic use of language and a variety of structures employed. • Generally accurate pronunciation and intonation.	**5-6**	• Good knowledge and understanding of the culture and society of Germany and/or German-speaking countries and communities relevant to the topic. • Ideas and points of view are generally convincingly argued and usually supported by reasonably relevant evidence. • Conclusions are generally based on good analysis and evaluation of relevant issues.

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Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
2	• Reasonable responses to some questions on the independent research project; occasionally detailed. • Attempts made to interact; engages to a limited extent only, with little or no spontaneity; prompting required at times.	**4-6**	• Reasonable level of accuracy in manipulation of grammar; some errors occur which are repeated. • Some idiomatic use of language and variation of structures. • Generally intelligible pronunciation and intonation but with some inconsistency.	**3-4**	• Reasonable knowledge and understanding of the culture and society of Germany and/or German-speaking countries and communities sometimes relevant to the topic. • Ideas and points of view are expressed and sometimes supported by evidence. • Conclusions are based on limited analysis with some evaluation of relevant issues.
1	• Limited responses to questions on the independent research project; rarely detailed. • Limited success in establishing a meaningful exchange; engages to a very limited extent, with no spontaneity, and relies on prompts.	**1-3**	• Limited level of accuracy in manipulation of grammar; high instance of elementary errors. • Limited idiomatic use of language. Heavy reliance on anglicised structures. • Pronunciation and intonation make understanding difficult.	**1-2**	• Superficial knowledge and understanding of the culture and society of Germany and/or German-speaking countries and communities often irrelevant to the topic. • Few ideas and points of view are expressed and they are not supported by evidence. • Conclusions are superficial, with little evidence of analysis or evaluation of relevant issues.
0	• Nothing of value.	**0**	• Nothing of value.	**0**	• Nothing of value.

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Task 2 – Speaking assessment grid for theme-based stimulus card **20 marks in total**

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
5	• Excellent responses to all questions (seen, set unseen and possible follow-up questions); clear and detailed. • Excellent interaction: engages very well, asking highly relevant questions, and sustains discussion.	**5**	• Full understanding of the stimulus material demonstrated by clear and relevant responses.	**5**	• Excellent level of accuracy in manipulation of grammar; almost error-free. • Excellent idiomatic use of language and a wide variety of structures employed. • Consistently accurate pronunciation and intonation which sounds authentic.	**5**	• Excellent knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are convincingly argued and supported by appropriate evidence. • Conclusions are based on excellent analysis and evaluation of relevant issues.
4	• Very good responses to most questions seen, set unseen and possible follow-up questions); most in detail. • Very good interaction: engages well, asking relevant questions, and sustains discussion.	**4**	• Very good understanding of the stimulus material demonstrated by mostly clear and relevant responses.	**4**	• Very good level of accuracy in manipulation of grammar; some errors occur when attempting more sophisticated or abstract contexts and structures. • Very good idiomatic use of language and a wide variety of structures employed. • Mostly accurate pronunciation and intonation.	**4**	• Very good knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are generally convincingly argued and supported by appropriate evidence. • Conclusions are based on very good analysis and evaluation of relevant issues.

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Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
3	• Good responses to most questions (seen, set unseen and possible follow-up questions); some in detail. • Good interaction: engages reasonably well, asking mostly relevant questions, and sustains discussion for the most part.	**3**	• Sound understanding of stimulus material, demonstrated by relevant responses.	**3**	• Good level of accuracy in manipulation of grammar, with some errors. • Good idiomatic use of language and a variety of structures employed. • Generally accurate pronunciation and intonation.	**3**	• Good knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are sometimes convincingly argued and supported by appropriate evidence. • Conclusions are generally based on good analysis and evaluation of relevant issues.
2	• Reasonable responses to most questions (seen, set unseen and possible follow-up questions); generally lacking detail. • Attempts made to interact; engages to a limited extent only, asking partly relevant questions, prompting required at times.	**2**	• Limited understanding of stimulus material demonstrated by partial responses.	**2**	• Reasonable level of accuracy in manipulation of grammar; some errors occur which are repeated. • Some idiomatic use of language and variation of structures. • Generally intelligible pronunciation and intonation but with some inconsistency.	**2**	• Reasonable knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are occasionally argued and supported by appropriate evidence. • Conclusions are based on some analysis and evaluation of relevant issues.

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Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
1	• Limited responses to most questions (seen, set unseen and possible follow-up questions). • Limited success in establishing a meaningful exchange; engages to a very limited extent, asking only irrelevant questions, and relies on prompts.	**1**	• Very limited understanding of the stimulus material demonstrated by responses that are generally irrelevant.	**1**	• Limited level of accuracy in manipulation of grammar; high instance of elementary errors. • Limited idiomatic use of language. Heavy reliance on anglicised structures. • Pronunciation and intonation make understanding difficult.	**1**	• Limited knowledge and understanding of aspects of the sub-theme covered in the discussion. • Few ideas and points of view are expressed and they are rarely supported by evidence. • Conclusions, when drawn, are superficial, with little evidence of analysis or evaluation of relevant issues.
0	• Nothing of value.	**0**	• Nothing of value.	**0**	• Nothing of value.	**0**	• Nothing of value.

*Please refer to the subject-specific additional notes when assessing AO4.

Candidates are required to ask the examiner at least two questions during this assessment. If a candidate asks only one question, a maximum of 4 marks can be awarded for AO1. If a candidate asks no questions, a maximum of 3 marks can be awarded for AO1.

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