

Cambridge International AS Level German Language 8027 / 04 Example Candidate Responses – Moderator comments

General comments

Cambridge AS Level is closely aligned with Levels B1 and B2 of the Common European Framework of Reference for Languages (CEFR). At Level B2, learners are expected to:

- interact with a good degree of fluency and spontaneity and highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments. They can convey degrees of emotion and highlight the personal significance of events and experiences.”
- give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
They can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples. They can self-correct with a high degree of effectiveness.

These skills and principles are clearly reflected in the marking principles and the mark descriptors of this syllabus.

Example candidate response – high

Conduct of the test

The teacher/examiner created a calm and encouraging atmosphere in her introduction. The teacher/examiner gives the candidate the information about the test. The five-minute preparation time was adhered to appropriately. The presentation topic, *Geschlechterrollen*, and the theme of Conversation task card 6, *Gesunde Ernährung*, do not overlap so this is an appropriate combination of topics.

Presentation and follow-up discussion

The candidate gives a well prepared and thought through presentation with complex language and arguments, followed by a discussion that flowed spontaneously and naturally.

Presentation, interaction/responsiveness

In line with the mark scheme for communication in the Presentation and follow-up discussion: Presentation, interaction/responsiveness (AO4:S1 and S2), Level 5:

- **Communicates detailed information with clearly stated ideas and opinions.**
This is the case in both the presentation and the follow-up discussion, e.g.: *diese Statistik fand ich ganz überraschend, weil ich nicht erwartet hatte, dass der Gender-Pay-Gap weiterhin so groß ist.*
- **Consistently justifies, develops and explains ideas and opinions.**
The candidate consistently supplements factual and background information with well developed ideas and opinions, e.g.: *Ich glaube, dass Kindererziehung negativ beeinflusst von traditionellen Geschlechterrollen war, weil Frauen immer mehr für Kindererziehung verantwortlich waren und deshalb hatten Kinder nicht ihren Vater mit ihnen.*
- **Fully engages in the conversation. The candidate has good interaction with the examiner and responds fully and confidently to all question types.**
This is a genuine spontaneous conversation, which moves along naturally, e.g.:
 - *Ok. Haben Geschlechterstereotype auch auf die Männer negative Auswirkungen oder nur auf die Frauen?*

- *Ich denke, dass es immer negative Einflüsse in beiden Geschlechtern gibt, zum Beispiel, obwohl ich gesagt habe, dass Frauen emotionaler als Männer sind, ich glaube, dass Männer nicht emotional sein können.*
- *Oder dürfen.*
- *Ja, dürfen.*

Mark awarded = 10 out of 10

Language range

In line with the mark scheme for Language in the Presentation and follow-up discussion (AO4:S3), Level 5:

- **Uses a wide range of linking and cohesive devices to connect a series of well-developed points.**
The candidate uses a range of subordinate clauses (using words like *ob*, *während*, *dass*, *weil* and *obwohl* to start them). The candidate links main clauses well (using words like *deshalb*, *aber*, *außerdem* and *trotzdem*), and makes her language and statements flow well (using devices like *eher*, *nach wie vor*, *zum Beispiel*, *heutzutage*).
- **Uses a wide range of vocabulary appropriate to the tasks. Often uses less common vocabulary.**
The range of vocabulary used by this candidate both in the Presentation and the following discussion is impressive and shows her to be comfortable with and confident in the use of the language. The candidate is also able to manipulate language well, for example, when the teacher/examiner asks if, 'Geschlechterstereotype auch auf die Männer negative Auswirkungen haben', the candidate offers the alternative of 'negative *Einflüsse*' instead of repeating *Auswirkungen* which was in the question.
- **Can vary formulation to avoid repetition.**
With the exception of her overuse of '*ich glaube, dass*', there is very good variation of her formulation with a range of subordinate clauses, main clauses, noun phrases and impressive use of a range of adjectives.

Mark awarded = 10 out of 10

Language accuracy

In line with the mark scheme for Language accuracy in the Presentation and follow-up discussion (AO4:S4), Level 5:

- **Consistently accurate use of simple grammar.**
The candidate is consistently accurate in her use of simple grammar.
- **Shows a good degree of control of some complex grammar.**
While there are some errors in the discussion, the candidate also uses more complex areas of grammar fairly impressively. So, overall, she should be placed at the lower end of Level 5.

Mark awarded = 9 out of 10

Total mark awarded for Presentation and follow-up discussion = 29 out of 30

Conversation task card (Card 6)

Task completion and communication

In line with the mark scheme for Task completion and communication in the Conversation task card (AO4:S1 and S2), Level 5.

All four tasks are completed **fully** and **confidently** by the candidate. Arguments are successfully developed and the candidate fully engages in the conversation. (e.g.: *Schnellimbisse können zu verschiedenen Gesundheitsproblemen führen, und für mich ist Gesundheit sehr wichtig, und deshalb bin ich aufmerksam auf was ich esse.*

Ich glaube, ein Vorteil wäre, dass Fastfood begrenzte Möglichkeiten für Vegetarier und Veganer Leute gibt, deshalb, wenn man alleine kocht, kann man verschiedene Typen von Essen kochen für Ihre Bedürfnisse.)

There are a few more errors with accuracy in this part of the test. This is noted in the marks for Language accuracy.

Mark awarded = 10 out of 10

Language range

In line with the mark scheme for Language range in the Conversation task card (AO4:S3), Level 5:

The language range the candidate uses in this task is impressive. The candidate **uses a wide range of linking and cohesive devices** and **vocabulary**, so Level 5 is awarded, although responses are not as expansive as in the presentation and follow-up discussion. The candidate uses fewer variations of sentence structures in this part of the test. The candidate's vocabulary is impressive and appropriate to the tasks, but not as wide ranging as in the Presentation.

Mark awarded = 9 out of 10

Language accuracy

In line with the mark scheme for Language accuracy in the Conversation task card (AO4:S4), Level 4:

The level of accuracy is still very good and, does not impede successful communication. The candidate **uses some complex grammar successfully**, e.g.: *Ich meine, dass alle Lebensmittel kombinieren sollten werden*, although not always completely accurate. Level 4 descriptors fit better for this part of the candidate's performance:

Mark awarded = 8 out of 10

Total mark awarded for the Conversation task card = 27 out of 30

Pronunciation and intonation

In line with the mark scheme for Pronunciation and intonation (AO4:S5): Level 3

Both conversations follow a spontaneous pattern with very good and natural intonation. There are no major mispronunciations of words, and the **pronunciation is intelligible** throughout. Individual sounds are articulated clearly, however, the candidate does have a reasonably strong accent, probably carried over from her mother tongue.

Mark awarded for Pronunciation and intonation = 4 out of 5

Total mark awarded for Speaking test = 60 out of 65

How the teacher/teacher/examiner performance could improve

The teacher/examiner was impressive throughout the test and gave the candidate every opportunity to perform well. The timings for managing the test were good, and all the instructions laid out in the Instructions for Teachers booklet were followed correctly.

How the candidate performance could improve

The candidate had learnt language patterns which she could apply to different situations and with a wide range of different vocabulary. The candidate applied what she had learnt extremely well, but might have sounded even more impressive, if she had had a wider range of phrases to express her ideas and opinions, rather than over-relying on '*ich glaube, dass...*'.

Example candidate response – middle

Conduct of the test

The teacher/examiner created a calm atmosphere in her introduction. The 5-minute preparation time was adhered to appropriately. The candidate's topic *Unterhaltungsmöglichkeiten* and the theme of Conversation task card 4 *Zukünftiges Berufsleben* do not overlap so this is an appropriate combination of topics.

Presentation and follow-up discussion

Presentation, interaction/responsiveness

In line with the mark scheme for communication in the Presentation and follow-up discussion: Presentation, interaction/responsiveness (AO4:S1 and S2), Level 4:

- **Communicates detailed information, with ideas and opinions that are mostly clear and supported.**

The presentation is informative and gives a good amount of information, although it sounds, at times, like a list of different *Unterhaltungsmöglichkeiten*.

- **Justifies, develops and explains their answers.**
- **Engages in the conversation. Candidate has good interaction with the examiner and responds to most questions.**

The candidate interacts very well with the teacher/examiner, and her responses are fairly detailed and give and develop ideas and opinions. (e.g.: *ich mag Horrorfilme und Serien nicht. Ich habe Angst, und ja, aber wenn ich mit meine Freunde Serien oder Filme schauen, schauen wir vielleicht Abenteuerfilme und Serien*).

Mark awarded = 8 out of 10

Language range

In line with the mark scheme for Language range in the Presentation and follow-up discussion (AO4:S3), Level 4:

- **Uses a range of linking and cohesive devices to connect a series of mostly well-developed points.**

Points are fairly well developed in the presentation, e.g.: *Die Vorteile solcher Unterhaltungen sind, dass man sich mit Freunden treffen kann und neue Leute kennenlernen kann. Zweitens entwickelt man neue Hobbys und Interessen, und meiner Meinung nach ist der wichtigste Vorteile, dass Unterhaltung beim Stressabbau (mispronounced) helfen*), but are not always in a clear sequential order. This is particularly evident in the follow-up discussion (e.g.: *Deswegen möchte ich mein Tag organisieren. Ich, zum Beispiel, lerne für zwei Stunde, dann ich schaue Netflix oder mit meine Freunde treffen - oder mit meine Freunde mich treffen.*)

- **Uses a range of vocabulary appropriate to the task. Occasionally uses less common vocabulary.**

The vocabulary is mostly appropriate to the task, but less, common vocabulary is used, except for in the presentation.

- **Attempts to vary formulation but some repetition is present.**

There is some varying of formulation, but repetition is not entirely avoided.

Mark awarded = 7 out of 10

Language accuracy

In line with the mark scheme for Language accuracy in the Presentation and follow-up discussion (AO4:S4), Level 3:

- **Uses simple grammar, with some slips.**

The candidate's accuracy is uneven, and she has quite a few difficulties with getting verb forms right, especially in the discussion (e.g.: *Ich schaue solche Filme und Serien nicht, aber ich denke, dass Horrorfilme und Serien sehr gut sind, wenn man mit vielen Freunden sein.*).

- **Makes some use of more complex grammar, with some slips.**
In the presentation, some more complex grammar is used quite competently, but there are errors with simple grammar, which then become more frequent in the follow-up discussion.
- **Errors very rarely impede communication.**
The candidate's errors do not impede communication.

Mark awarded = 6 out of 10

Total mark awarded for the Presentation and follow-up discussion = 21 out of 30

Conversation task card (Card 4)

Task completion and communication

In line with the mark scheme for Task completion and communication in the Conversation task card (AO4:S1 and S2), Level 4:

The candidate completes all tasks. The **candidate has good interaction with the teacher/examiner and responds to all questions/ prompts**, but not really confidently and fully. The candidate gets close to Level 5 but does not quite reach it. She still performs competently at this level.

e.g.: **Teacher/examiner:** Also, *welche Vorteile bringt es mit sich, wenn man von zu Hause arbeitet? Was sagst du?*

Candidate: *Es ist einfacher, jeden Tag, unseren Tag zu organisieren, weil man irgendwo arbeiten kann. Wenn man müde ist, vielleicht kann er länger schlafen, und ja.*

Teacher/examiner: *Dabei gibt es auch wahrscheinlich einige Nachteile? Welche sind es?*

Candidate: *Ich finde, dass; ich finde es sehr langweilig, weil ich sehr sozial bin. Ich denke, dass, wenn man von zu Hause arbeiten, gibt es viele Probleme, weil wir in digitalen Welt leben.*

This example demonstrates Language range very well.

Mark awarded = 8 out of 10

Language range

In line with the mark scheme for Language range in the Conversation task card (AO4:S3), Level 4:

- **Uses a range of linking and cohesive devices to connect a series of mostly well-developed points.**

Linking and cohesive devices are used competently

- **Uses a range of vocabulary appropriate to the task. Occasionally uses less common vocabulary.**

The candidate uses vocabulary appropriate to the task, and, at times, less common vocabulary is used.

- **Attempts to vary formulation but some repetition is present.**

There is very little repetition of structures, phrases and vocabulary. The response to the question whether the candidate is worried about being unemployed at some stage in the future demonstrates this level very well: Also, *die Technologie hat verbessert, aber ich denke, dass manche Arbeit nur Menschen machen können, und deswegen habe ich keine Angst vor Arbeitslosigkeit.*

All three Level 4 descriptors describe this candidate's performance very well.

Mark awarded = 8 out of 10

Language accuracy

In line with the mark scheme for Language accuracy in the Conversation task card (AO4:S4), Level 4:

- **Accurate use of grammar.**

In this part of the exam, there are fewer errors, and communication is certainly not impeded by them.

- **Uses some complex grammar, with occasional slips.**

The candidate expresses her ideas and thoughts very clearly and some more complex grammar is also used. The example quoted for Language range also demonstrates the level of accuracy very well.

There are errors, especially with verbs (e.g.: *Ich finde es (Geld) wichtig, weil ich Reisen mag, und ich Geld für es brauchen.*), but the candidate still achieves accuracy as described in Level 4

Mark awarded = 7 out of 10

Total mark awarded for the Conversation task card = 23 out of 30

Pronunciation and intonation

In line with the mark scheme for Pronunciation and intonation (AO4:S5): Level 3

The Presentation is rushed and the pronunciation in it is a bit unclear at times, with several mispronunciations and also with poor intonation. Both pronunciation and intonation improve considerably after the Presentation and the conversations have a natural flow.

Mark awarded = 4 out of 5

Total mark awarded for Speaking test = 48 out of 65

How the teacher/teacher/examiner performance could improve

The teacher/examiner's questions were very good and elicited the right balance of factual information and opinions. However, it might have helped the candidate, if she had worded her questions a bit more succinctly without such long preambles.

How the candidate performance could improve

The presentation contained nearly exclusively factual information. While a lot of good clauses and linking devices were used in the presentation, it might have been easier to start presenting and developing ideas and opinions here already instead of waiting to do that exclusively in the discussion.

Also, by rushing through the presentation, intonation and, at times, the pronunciation of certain words and phrases were unclear.

Example candidate response – low

Conduct of the test

The teacher/examiner created a calm and encouraging atmosphere in her introduction. The introduction giving the candidate information about the exam and asking which part the candidate would like to start with was read and the candidate decided he would start with the presentation. The presentation was slightly longer than two minutes, but the timings of all the other parts of the test were correct and the 5-minute preparation time was adhered to appropriately. The candidate's topic of sport and the theme of Card 3 on *Kommunikation und modern Technik* do not overlap so this is an appropriate combination of topics.

Presentation and follow-up discussion

Presentation, interaction/responsiveness

In line with the mark scheme for communication in the Presentation and follow-up discussion: Presentation, interaction /responsiveness (AO4:S1 and S2), Level 3 and Level 4:

- The candidate **communicates information that is sometimes detailed**. And **provides ideas and opinions**.
- The candidate **makes some attempts to justify his answers**.
- The candidate **engages in the conversation, has a good interaction with the teacher/examiner and responds to most questions**.

The candidate does not fit into one level for all descriptors. While there is little detailed information which is not presented in a logical and sequential manner, the candidate interacts well and sometimes, very well, with the teacher/examiner, and answers most questions in a satisfactory manner. Due to this positive and successful interaction, the candidate is awarded Level 4.

Mark awarded = 7 out of 10

Language range

In line with the mark scheme for Language range in the Presentation and follow-up discussion (AO4:S3), Level 3:

The candidate does **use some linking and cohesive devices to connect a sequence of points**. The only subordinate clauses in this whole part are two *weil* sentences and a *dass* clause, otherwise linking devices are very simple, for example: *aber* and *auch* (e.g.: *Fußball, ich hab Fußball von ein junges Jahre gespielt, jetzt spiel ich es nicht, aber das ist sehr, für mich das ist sehr gut Sport, das ist international, das ist in Afrika, das ist in USA* (English pronunciation), *das ist in Europe, das ist in Brasilien*).

The candidate **uses vocabulary which is appropriate to the tasks**, but, at times, is lacking the words to express himself fully and then he fills in with English words or attempts to Germanise words (like *goen* for *gehen*), so for the second bullet, the performance is more Level 2 than Level 3).

However, **there is little repetition and hesitation**, so a mark in Level 3 is appropriate.

Mark awarded = 5 out of 10

Language accuracy

In line with the mark scheme for Language accuracy in the Presentation and follow-up discussion (AO4:S4), Level 2:

The main criterion speaking for this candidate is that his errors rarely impede communication, although a non-English speaker would struggle more to understand when he, too frequently uses English words. (e.g.: *Nein, nicht jetzt, aber ich wolle, solle das machen. Ich wolle to ein Chelsea Match goen, weil ich lieb Chelsea, und Dortmund auch, mein Onkel ist ein großes, großes Dortmund Fan, so hopen wir ...*)

There are very few attempts to use more complex grammar (the three simple subordinate clauses mentioned above are the only exception), and errors in simple grammar also are quite frequent (e.g.: *Ja, er ist sehr groß, so in zehn Jahre wird wir sprechen nach Cristiano Ronaldo noch*).

Mark awarded = 4 out of 10

Total mark awarded for Presentation and follow-up discussion = 16 out of 30

Conversation task card (Card 3)

Task completion and communication

In line with the mark scheme for Task completion and communication in the Conversation task card (AO4:S1 and S2), Level 3:

The candidate **completes some tasks successfully** (or in this case, completes most task with some success or limited success), **communicates information that is sometimes relevant** and **engages in the conversation with some interaction with the teacher/examiner**. The interaction with the teacher/examiner is the most successful aspect of this performance, but even this is marred by the over-frequent use of English words.

All these three Level 3 descriptors apply accurately, and at no time could this candidate be raised to Level 4 for this task. On the other hand, he is also very clearly above Level 2.

Mark awarded = 6 out of 10

Language range

In line with the mark scheme for Language range in the Conversation task card (AO4:S3), Level 2:

Lack of vocabulary appropriate to the task is clearly an issue in this conversation, and the frequent use of English words shows this very clearly (e.g.: *Ich denk das ist mit general Kommunikation mit planning, mit checking-in*). Also, the candidate's use of linking devices is not always successful, and there is **noticeable repetition**.

Mark awarded = 4 out of 10

Language accuracy

In line with the mark scheme for Language accuracy in the Conversation task card (AO4:S4), Level 2:

Errors do sometimes impede communication (e.g.: *Das ist sehr schlecht, weil ich möchte nicht meine Information draußen haben, im die Internet haben*). The candidate makes **a number of errors even with relatively simple grammar** (e.g.: *Ja, ich denke, das ist sehr wichtig, weil du kannst ein, meine Mutti können in Deutschland bin, und ich in Namibia bin, aber ich könnte noch mit ihm sprechen*). Even though in this example communication is not directly impeded, the meaning is slightly ambiguous due to the errors.

Mark awarded = 4 out of 10

Total mark awarded for the Conversation task card = 14 out of 30

Pronunciation and intonation

In line with the mark scheme for Pronunciation and intonation (AO4:S5), Level 3:

Due to his natural way of speaking and the candidate's positive interaction with the teacher/examiner, his conversation sounds natural with good intonation. However, his pronunciation is not quite so good and several words are mispronounced.

Mark awarded = 4 out of 5

Total mark awarded for Speaking test = 34 out of 65

How the teacher/teacher/examiner performance could improve

It might have helped the candidate if the teacher/examiner had pitched some of her questions at a slightly less complex and abstract level. For example, the question *Was bedeutet es für ein Land wie Deutschland, wenn man schon vier Mal die Weltmeisterschaft gewonnen hat?* drew a much less competent response than the question *Haben Sie schon einmal ein großes Spiel live miterlebt?*, as the candidate could draw on his personal experience when responding to this latter question.

How the candidate performance could improve

The willingness of the candidate to fully engage in the conversation obviously helped him greatly during the exam. However, his example does show clearly that systematically learnt vocabulary and systematic training

of using language patterns which can be applied in different situations are a cornerstone of successful language learning.

Common mistakes, misconceptions and guidance

- Candidates should choose a topic for their presentation that genuinely interests them, so that they can freely enter into a discussion about issues arising from the topic.
- Teachers should advise candidates with their topic choices so that they do not choose topics which are either predominantly factual or simply too big to cover within the given time frame.
- Teachers should encourage their candidates to prepare their presentation, but not to learn it off by heart as this often leads to very stilted intonation, garbled delivery due to the candidates speaking too fast, and mispronunciation of more complex words.
- Candidates should be encouraged to time their presentations, so that they are not too long even if they speak at a normal speed.
- Teacher/examiners should give candidates plenty of scope to present and develop their ideas and opinions through questioning that encourages them to do that.
- The timing of the tests is important. Teacher/examiners are advised to use a timer.
- Teacher/examiners are strongly advised to use the prescribed questions/prompts in the Conversation Task Card section, to help the candidate cover all the prescribed tasks.
- Candidates who learn their presentations off by heart often sound stilted and may speak so fast that communication is impaired. There is a fine dividing line between thorough preparation and rote memorisation.
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