Singapore–Cambridge General Certificate of Education Advanced Level Higher 1 (2027)

German
(Syllabus 8833)

CONTENTS

1 INTRODUCTION

This document provides details of Higher 1 Level German for candidates in **Singapore**.

This syllabus is available in October/November only.

Note on the use of dictionaries: Centres and candidates should note that dictionaries may be used in *preparation* for the Speaking test. Dictionaries may not be used in any of the other components nor *during* the Speaking test.

2 AIMS

The aims of the syllabus are set out below and describe the educational purposes of following a course in German at Higher 1. The aims are to:

- develop the language proficiency required to communicate effectively in German
- explore and engage with the culture and society of countries and communities where German is spoken
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- support the development of transferable skills (e.g. communication and organisational skills, autonomy, resourcefulness and cognitive flexibility) to complement other areas of the curriculum
- continue developing the skills, language and attitudes required for further study, work and leisure.

3 ASSESSMENT OBJECTIVES

The examination will assess candidates' linguistic competence and their knowledge of contemporary society by requiring them to:

AO1 Listening

L1 understand main points and key information from a range of spoken sources
L2 identify emotions, opinions and attitudes which are stated or strongly implied in speech
L3 understand ideas, arguments and conclusions in structured and longer speech
L4 demonstrate an understanding of a wide range of vocabulary and language structures in speech on general topics.

AO2 Reading

R1 understand main points and key information from a range of texts
R2 identify emotions, opinions and attitudes when stated or strongly implied in texts
R3 understand ideas, arguments and conclusions in structured and discursive texts
R4 demonstrate an understanding of a wide range of vocabulary and language structures used in texts on general topics.

AO3 Writing

W1 communicate information, ideas, opinions and arguments clearly and effectively, with support/justification
W2 organise ideas by paragraphing and by using a range of appropriate linking devices
W3 use text conventions and register appropriate to the given purpose and audience
W4 use a wide range of vocabulary and grammar
W5 use vocabulary and grammar accurately.

AO4 Speaking

S1   communicate information, ideas, opinions and arguments clearly and effectively, with support/justification
S2   engage in a conversation and contribute effectively to help move the conversation forward
S3   use a wide range of vocabulary and grammar
S4   use vocabulary and grammar accurately
S5   show control of pronunciation and intonation.

4   TOPIC AREAS

All textual material used in the examination will be drawn from the topic areas below, with reference to the country/ies where German is spoken. Further guidance on the Topic Areas is given in section 7 of this syllabus.

The subject content is organised into six topic areas at Higher 1. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The topic areas listed below are described in more detail in section 7.

* Culture
* Health and well-being
* Education and future plans
* Community and society
* Our responsibility for the planet
* Science and technology

A course based on this syllabus should provide students with meaningful opportunities to enhance their language skills. Through engagement with a variety of texts and application of a wide range of vocabulary and structures, students will develop the confidence to communicate effectively with other users of German.

5   ASSESSMENT

AVAILABILITY OF COMPONENTS

Component 1 Listening	Component 2 Reading	Component 3 Writing	Component 4 Speaking
October/November	October/November	October/November	October/November

RULES OF COMBINATION

Candidates will take Components 1, 2, 3 and 4.

SCHEME OF ASSESSMENT SUMMARY

Component 1		Component 2		Component 3		Component 4	
duration	weighting	duration	weighting	duration	weighting	duration	weighting
approx. 1 hour	25%	1 hour 30 minutes	25%	1 hour 30 minutes	25%	approx. 15 minutes	25%

6 DESCRIPTION OF COMPONENTS

COMPONENT 1: Listening (approx. 60 minutes including 6 minutes' transfer time) (40 marks)

This paper consists of 40 multiple-choice and matching questions. Candidates answer all questions by selecting the correct option. The questions test comprehension of recorded texts (e.g. dialogues, conversations). Candidates hear each recorded text twice. At the end of the test candidates will be asked to transfer their answers onto the separate answer sheet.

Description of questions

Questions 1–8 (8 marks)
Candidates listen to four short texts and answer eight multiple-choice questions with four options. The text types will be dialogues or monologues, e.g. announcements, news items, messages.

Questions 9–14 (6 marks)
Candidates listen to six short monologues and match the names of the speakers with the correct statements.

Questions 15–20 (6 marks)
Candidates listen to a text and choose the appropriate word to fill in six gaps in a short summary. Each gap has three multiple-choice options. The text types will be dialogues or monologues, e.g. announcement, news, report, review.

Questions 21–30 (10 marks)
Candidates listen to a dialogue and answer ten multiple-choice questions with three options. The text type will be a dialogue, e.g. interview, conversation, discussion.

Questions 31–40 (10 marks)
Candidates listen to a monologue and answer ten multiple-choice questions with three options. The text type will be a monologue, e.g. speech, presentation, lecture.

COMPONENT 2: Reading (1 hour 30 minutes) (40 marks)

This paper consists of 40 multiple-choice and matching questions. Candidates answer all questions by selecting the correct option on a multiple-choice answer sheet. The questions test comprehension of a range of text types (e.g. instructions, articles, blogs, reports).

Description of questions

Questions 1–6 (6 marks)
Candidates read six short texts and answer multiple-choice questions with four options for each text. Examples of text types include instructions, messages, advertisements, brochures.

Questions 7–14 (8 marks)
Candidates read four short thematically linked texts and identify which statement relates to which text. Examples of text types include newspaper/magazine articles, blogs, brochures, reports, stories, correspondence, reviews.

Questions 15–20 (6 marks)
Candidates read a text and choose the correct options to complete six sentences. Examples of text types include newspaper/magazine articles, blogs, brochures, reports, stories, correspondence.

Questions 21–32 (12 marks)
Candidates read a text with 12 gaps and choose the correct option to complete each gap. There are four options for each gap. Examples of text types include newspaper/magazine articles, blogs, brochures, reports, stories, correspondence.

Questions 33–40 (8 marks)
Candidates read a text and answer eight multiple-choice questions with four options. Examples of text types include newspaper/magazine articles, blogs, brochures, reports, stories, correspondence.

COMPONENT 3: Writing (1 hour 30 minutes) (40 marks)

This paper consists of two writing tasks.

Candidates answer Question 1 and **either** Question 2 **or** Question 3.

Candidates will be awarded marks in three categories for each response:
- task completion
- linguistic range and organisation
- language accuracy.

All responses should address the task set. Responses that do not address the task may not be awarded marks in the Task completion and/or in the Linguistic range and organisation/Language accuracy categories.

Description of questions

Question 1: Functional Writing (16 marks)
Candidates write a letter or email (100 to 150 words) on a given situation.

Question 2 or Question 3: Extended Writing (24 marks)
Candidates write an essay (200 to 250 words) on one of two topics, with an argumentative or discursive focus.

COMPONENT 4: Speaking (approx. 15 minutes) (40 marks)

This component description should be read in conjunction with the mark scheme in section 8 of this syllabus.

The Speaking Test will be recorded for external moderation by Cambridge.

The timings listed for the individual parts of the test must be adhered to, within the tolerances given.

Section 1: Presentation (no more than 2½ minutes) (10 marks)

Candidates will give a presentation of about 2 minutes on a specific topic.

The subject matter of the presentation should be drawn from one of the topic areas listed in section 4. Centres wishing to seek advice on the acceptability of subject matter are welcome to contact the Cambridge Languages group through the Singapore Examinations and Assessment Board (SEAB).

Candidates will show evidence of their ability to present relevant facts, to express opinions and hypotheses and to put forward points for discussion.

Candidates should have thoroughly prepared a topic in which they have a personal interest and give a lively and interesting presentation. Candidates may prepare a 'cue card' in German to bring into the examination room. The 'cue card' should be no larger than a postcard, and may contain a maximum of 5 headings in succinct point-form to remind candidates of the points they wish to make. Candidates may also bring in a limited quantity of illustrative material, which may include maps, diagrams, statistics, pictures and short articles. **A script of their presentation is not allowed.**

Examiners will only interrupt candidates to ask questions where the speech shows no sign of finishing after about 2½ minutes, or to prompt candidates having obvious difficulty in continuing with their speech.

Section 2: Topic conversation (approx. 6 minutes) (12 marks)

The presentation will lead into a conversation about the chosen topic. During the delivery of the presentation, examiners are likely to make notes in order to help them to ask appropriate questions. Candidates must be prepared to supply additional factual material where appropriate and to express and defend a point of view. In order to give the candidate every opportunity to do this, questions will be of the 'tell me more about…', 'why?', 'how?' variety, rather than closed questions which may be answered by 'yes/no'. When choosing a topic, candidates should consider how a conversation about it might develop: if they cannot think of questions they could be asked, it is unlikely to present an appropriate source of discussion. The examiner's objective will be to encourage the candidate to contribute as much as possible to the conversation.

Section 3: General conversation (approx. 6 minutes) (12 marks)

This section will begin with fairly straightforward questions about the candidate's background and interests and will move quickly on to a more mature conversation discussing more abstract and/or current issues within the general topic areas.

The subjects covered in this section will depend on the candidate's interests and the subject of the presentation: it would not be appropriate to continue talking about the environment/green issues when the candidate has already chosen to discuss ecology for the topic. Candidates should be able to discuss some matters of current interest, though it is unreasonable to assume that all candidates will be closely informed on all matters of serious contemporary concern: if the candidate seems unresponsive, the examiner will try a change of topic.

For example, examiners might begin the General Conversation section with questions such as 'How do you spend your spare time?', leading rapidly to matters of contemporary interest/current affairs. The type of question is important: closed questions may, of course, be used to gain some information on the candidate's interests, but 'why...?', 'how...?', 'what do you think about...?' will give the candidate scope to expand his/her responses.

Each of the 'starter' questions mentioned above could, depending on the reactions of the candidate, lead away from factual matters towards more abstract areas, for example:

- 'How long have you lived here?' could lead on to 'What do you think of the area?' → 'What would attract people to the area/make them leave it?' → 'What would be your ideal place to live and why?'

- 'What subjects are you studying?' → 'What do you think of the way you've been taught?' → 'How could it be improved?' → discussion of school/education system, comparison with other countries.

To give a possible outline of the way the General Conversation section might develop:

• **'What do you do in your spare time?'**	
Answer: 'Sport' Supplementary questions – taking part?/ watching?/team/individual? → Why? This could develop along sport/health lines, necessity for sport in schools, success/failure of national teams. → Discussions on fair play, dedication and discipline, behaviour and challenges in sport in contemporary society, all according to the responses of the candidate.	Answer: 'Watch TV' Supplementary questions – what sort of programmes/news? This might develop along the lines of whether the news is unbiased/censorship in general. Films? → what makes a film successful, importance of stars and why; national or international film industries, subsidies for the Arts, etc. Documentaries? → are they merely entertainment, or a genuine educational experience? are they sensationalised? → power of the media, etc.

The General Conversation section might only cover 2/3 topic areas, but might touch on more if the examiner has difficulty finding something the candidate is interested in, or can talk about. Candidates who cannot sustain the conversation at an appropriate level when given every opportunity to do so cannot expect a high mark.

Whole test: Section 1 Presentation, Section 2 Topic Conversation and Section 3 General Conversation (6 marks)

6 marks are available for pronunciation and intonation across all three parts of the test.

Important Note:
Both conversation elements should be lively and spontaneous. Teachers should warn their candidates not to produce chunks of pre-learned material because Cambridge's moderators will have been advised to penalise candidates who do so. Equally, teachers who may also be conducting the final examination should guard against over-rehearsing the tests in advance. Any suspicion of collusion in the conduct of speaking tests (e.g. pre-prepared questions, candidates or teachers using pre-determined scripts) will be dealt with in accordance with Cambridge's Malpractice procedures.

7 FURTHER GUIDANCE ON THE USE OF THE TOPIC LIST

Teachers are free to explore the topic areas **in any way they choose**. They may find the following examples (which are not prescriptive) a useful guide to planning courses. All these **suggestions**, and other themes chosen by the teacher from within the topic areas, should be studied with reference to countries/communities where German is spoken.

Topic areas	Sub-topics and examples
1 Culture	**Entertainment** For example: • types of popular entertainment: cinema, TV/streaming, gaming, internet • the role of entertainment in our lives • celebrity culture: role models, idols, responsibilities **Identity and culture** For example: • expressing identity through style and appearance, language, association with particular groups, fashion • preserving/respecting cultural heritage, sites/monuments, festivals, traditions **The arts** For example: • theatre, music, visual arts, dance, literature, film • access to the arts, funding (commercial/governmental), awards/prizes, representation/diversity

Topic areas	Sub-topics and examples
2 Health and well-being	**Health and fitness** For example: • the role of sport in society, fair play, individual versus team sports, national sports events • physical health, the importance of exercise/diet • mental health and happiness, sleep, mental health awareness, self-esteem • healthcare provision **Nutrition** For example: • different types of diet/eating habits • environmental impact of food production, organic foods, food waste and shortage • ethics of food production, fair trade, food labelling, government intervention **Managing well-being** For example: • work-life balance • importance of leisure activities • relaxation

Topic areas	Sub-topics and examples
3 **Education and future plans**	**Life at school** For example: • different education systems • student issues: discipline, workload, time management, organisation of the school day/year • school as preparation for future life **Further/higher education** For example: • access and barriers to further/higher education • costs versus benefits of further/higher education • alternatives to further/higher education: vocational education, apprenticeships, gap years **Career/work choices** For example: • different career options • the world of work, different workplaces and working practices, employment and unemployment • money versus job satisfaction, volunteering, working for charities

Topic areas	Sub-topics and examples
4 **Community and society**	**Equality and diversity** For example: • inclusivity, diversity, gender equality, social mobility • prejudices within society: ageism, racism, classism • immigration, refugees, integration **Lifestyle** For example: • friends, family and relationships, generation gap, changing patterns of family life • quality of life: where we live, differences between urban/rural/coastal life, changing patterns in where people live, overcrowding and its consequences, social isolation • lifestyle choices: relationships, diet, fashion, self-expression, values, goals **Society** For example: • Social organisation, law and order, local and national governance, communities • national and global citizenship • rights and responsibilities of individuals, governments

Topic areas	Sub-topics and examples
5 Our responsibility for our planet	**The environment** For example: • global warming, climate change and pollution, possible solutions, governmental intervention, impact on the economy • preserving biodiversity/ecosystems, treatment of animals • impact of growing population **Sustainable living** For example: • use of natural resources and recycling, waste disposal, consumerism/overconsumption • sources and use of energy: fossil fuels, renewable energy, energy and geopolitics, impact of energy production on local environment and landscape • reducing environmental impact, individual choices in housing, food, travel **Protecting our world** For example: • travel and tourism: sustainable tourism, benefits of travel • global cooperation versus national agendas • the role of individuals versus the role of industry/governments, environmental movements

Topic areas	Sub-topics and examples
6 Science and technology	**Scientific and technological innovation** For example: • medical advances, ethics of research • smart technology, privacy and security • artificial intelligence **Social media** For example: • digital media, benefits and dangers • communication technology • online communities **Technology** For example: • access to technology • technology in education • technology in the workplace

8 MARK SCHEMES

COMPONENT 3:Writing

Candidates will be awarded marks in three categories for each piece they respond to:

Question 1
- Task completion (maximum of 8 marks): see Table A
- Linguistic range and organisation (maximum of 4 marks): see Table B
- Language accuracy (maximum of 4 marks): see Table C.

Question 2 and Question 3
- Task completion (maximum of 10 marks): see Table D
- Linguistic range and organisation (maximum of 7 marks): see Table E
- Language accuracy (maximum of 7 marks): see Table F.

TABLE A – Question 1 Task completion

W1: Communicate information, ideas, opinions and arguments clearly and effectively, with support/justification.
W3: Use text conventions and register appropriate to the given purpose and audience.

Level	Description	Marks
4	• Communicates detailed information that is always relevant with clear and supported opinions. • Maintains a sense of purpose and audience throughout by using conventions and register appropriate to the task. • Completes all parts of the task fully.	7–8
3	• Communicates detailed information that is sometimes relevant with opinions that are sometimes supported. • Shows some sense of purpose and audience, although the conventions and register used may be inappropriate in places. • Completes most parts of the task with some development.	5–6
2	• Communicates limited information that can sometimes be irrelevant and attempts to give opinions that are occasionally supported. • Generally insufficient sense of purpose and audience, with generally inappropriate use of conventions and register. • Attempts some parts of the task with some detail.	3–4
1	• Communicates very basic information that is frequently irrelevant. There is an attempt to give opinions. • Lacks a sense of purpose and audience, with inappropriate use of conventions. • Attempts task(s) with little or no detail.	1–2
0	No creditable response.	0

TABLES B and C – Question 1 Quality of Written Communication

Responses that do not address the task and were awarded 0 marks for Task Completion (Table A) cannot be awarded a mark above Level 2 for Linguistic range and organisation, e.g. a composition of pre-learnt material that does not follow the instructions.

W2: Organise ideas by paragraphing and by using a range of appropriate linking devices.
W4: Use a wide range of vocabulary and grammar.
W5: Use vocabulary and grammar accurately.

| Level | Table B Linguistic range and organisation | | Table C Language accuracy | |
	Description	Marks	Description	Marks
4	• Ideas are consistently well-organised and structured coherently in paragraphs. • Uses a wide range of simple and complex structures to express their ideas. • Uses a wide range of linking words and cohesive devices to create a well-linked connected sequence of points, relevant to the task. • Uses a wide range of vocabulary appropriate to the task(s). Regular use of less common but appropriate vocabulary.	4	• Consistently accurate use of simple grammar. • Shows a good degree of control of some complex grammar. • Good use of spelling and punctuation with some minor slips. • Errors do not impede communication.	4
3	• The text is generally well-organised in paragraphs. • Uses a range of structures, including some complex structures, to express their ideas. • Uses a range of linking words and some cohesive devices to create a mostly well-linked connected sequence of points, relevant to the task. • Uses a range of vocabulary appropriate to the task(s). Occasional use of less common but appropriate vocabulary.	3	• Accurate use of simple grammar, with some minor slips. • Uses some more complex grammar, with some slips. • Good use of spelling and punctuation with occasional slips. • Errors very rarely impede communication.	3
2	• The text is generally organised in paragraphs. • Uses mostly simple structures and some complex structures to express their ideas. • Uses linking words and some cohesive devices to create a connected sequence of points sometimes relevant to the task, occasionally difficult to follow. • Uses vocabulary appropriate to the task(s), frequently overusing some vocabulary.	2	• Good use of simple grammar, with some errors. • Uses some more complex grammar, with frequent errors. • Some errors in spelling and punctuation. • Errors sometimes impede communication.	2

Level	Table B Linguistic range and organisation		Table C Language accuracy	
	Description	Marks	Description	Marks
1	• There are some attempts at paragraphing. • Uses simple structures to express their ideas. • Uses basic linking words to create a sequence of points, which is often irrelevant to the task and difficult to follow. • Relies on repeated use of a small range of vocabulary, not always appropriate to the task.	1	• Uses simple grammar, with frequent errors. • Attempts to use more complex grammar, with limited success. • Frequent errors in spelling and punctuation. • Errors frequently impede communication.	1
0	No creditable response.	0	No creditable response.	0

TABLE D – Questions 2 and 3 Task completion

W1: Communicate information, ideas, opinions and arguments clearly and effectively, with support/justification.
W3: Use text conventions and register appropriate to the given purpose and audience.

Level	Description	Marks
5	• Communicates detailed information that is always relevant. • The argument is logical, clear and fully supported, and justified with a variety of facts, ideas and opinions. • Maintains a sense of purpose and audience throughout by using conventions and register appropriate to the task.	9–10
4	• Communicates information that is often detailed and relevant. • The argument is clear and mostly supported and justified with a variety of facts, ideas and opinions. • Generally maintains a sense of purpose and audience throughout by using conventions and register appropriate to the task.	7–8
3	• Communicates information that is sometimes detailed and relevant. • The argument is somewhat weak and sometimes supported and justified with facts, ideas and opinions. • Shows some sense of purpose and audience, although the used conventions and register may be inappropriate in places.	5–6
2	• Communicates limited information that can sometimes be irrelevant. • The argument is weak and rarely supported with straightforward facts, ideas and opinions. • Generally insufficient sense of purpose and audience, with generally inappropriate use of conventions and register.	3–4
1	• Communicates very basic information that is frequently irrelevant. • There is an attempt to give ideas and opinions – not organised into an argument. • Lacks a sense of purpose and audience, with inappropriate use of conventions.	1–2
0	No creditable response.	0

TABLES E and F – Questions 2 and 3 Quality of Written Communication

Responses that do not address the task and were awarded 0 marks for Task Completion (Table D) cannot be awarded a mark above Level 2 for Linguistic range and organisation, e.g. a composition of pre-learnt material that does not follow the instructions.

W2: Organise ideas by paragraphing and by using a range of appropriate linking devices.
W4: Use a wide range of vocabulary and grammar.
W5: Use vocabulary and grammar accurately.

Level	Table E Linguistic range and organisation		Table F Language accuracy	
	Description	Marks	Description	Marks
4	• Ideas are consistently well-organised and structured coherently in paragraphs. • Uses a wide range of simple and complex structures to express their ideas. • Uses a wide range of linking words and cohesive devices to create a well-linked connected sequence of points, relevant to the task. • Uses a wide range of vocabulary appropriate to the task(s). Regular use of less common but appropriate vocabulary.	6–7	• Consistently accurate use of simple grammar. • Shows a good degree of control of some complex grammar. • Good use of spelling and punctuation with some minor slips. • Errors do not impede communication.	6–7
3	• The text is generally well-organised in paragraphs. • Uses a range of structures, including some complex structures, to express their ideas. • Uses a range of linking words and some cohesive devices to create a mostly well-linked connected sequence of points, relevant to the task. • Uses a range of vocabulary appropriate to the task(s). Occasional use of less common but appropriate vocabulary.	4–5	• Accurate use of simple grammar, with some minor slips. • Uses some more complex grammar, with some slips. • Good use of spelling and punctuation with occasional slips. • Errors very rarely impede communication.	4–5
2	• The text is generally organised in paragraphs. • Uses mostly simple structures and some complex structures to express their ideas. • Uses linking words and some cohesive devices to create a connected sequence of points sometimes relevant to the task, occasionally difficult to follow. • Uses vocabulary appropriate to the task(s), frequently overusing some vocabulary.	2–3	• Good use of simple grammar, with some errors. • Uses some more complex grammar, with frequent errors. • Some errors in spelling and punctuation. • Errors sometimes impede communication.	2–3

Level	Table E Linguistic range and organisation		Table F Language accuracy	
	Description	Marks	Description	Marks
1	• There are some attempts at paragraphing. • Uses simple structures to express their ideas. • Uses basic linking words to create a sequence of points, which is often irrelevant to the task and difficult to follow. • Relies on repeated use of a small range of vocabulary, not always appropriate to the task.	1	• Uses simple grammar, with frequent errors. • Attempts to use more complex grammar, with limited success. • Frequent errors in spelling and punctuation. • Errors frequently impede communication.	1
0	No creditable response.	0	No creditable response.	0

Glossary of terms used in the Writing levels-based mark schemes

TABLES A and D – Task completion

- **Relevant:** related or relatable to required content points and/or task requirements.
- **Conventions:** include such things as genre, format, register and function. For example, a personal letter should not be written as a formal report, should be laid out accordingly and should use the right tone for the communicative purpose.

TABLES B and E – Linguistic range and organisation

- **Range:** the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.
- **Linking words:** are cohesive devices, but are separated here to refer to higher-frequency vocabulary which provides explicit linkage. They can range from basic high frequency items (such as 'and', 'but') to basic and phrasal items (such as 'because', 'first of all', 'finally').
- **Cohesive devices:** refers to more sophisticated linking words and phrases (e.g. 'moreover', 'it may appear', 'as a result'), as well as grammatical devices such as the use of reference pronouns, substitution (e.g. There are two women in the picture. The one on the right ...), ellipsis (e.g. The first car he owned was a small car, the second a family car.).
- **Simple structures:** a simple structure is, for example, a sentence that has just one independent clause (i.e. it stands alone and expresses one complete thought) and uses a basic tense.
- **Complex structures:** a complex structure is, for example, a sentence that has an independent clause (i.e. it stands alone and expresses one complete thought) and a dependent clause (i.e. one that cannot stand alone as a complete sentence because it does not express a complete thought).
- **Less common vocabulary:** appears less often or may be used to express ideas more succinctly and precisely.

TABLES C and F – Language accuracy

- **Errors and slips:** Errors are systematic mistakes. Slips are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/grammatical point are accurate, a mistake on that point would most likely be a slip.
- **Impede communication:** gets in the way of meaning.
- **Simple grammar:** words, phrases, basic tenses and simple clauses.
- **Complex grammar:** longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.

COMPONENT 4: Speaking

Section 1: Presentation

The presentation will be marked out of 10 marks.

S1: Communicate information, ideas, opinions and arguments clearly and effectively, with support/justification.

Level	Communication (S1)	Marks
5	• Communicates detailed information, ideas, opinions and arguments clearly and effectively. • Consistently clear development and organisation of content. • Effective support/justification of content.	9–10
4	• Communicates detailed information, ideas, opinions and arguments in a mostly clear and effective way. • Generally clear development and organisation of content. • Mostly effective support/justification of content.	7–8
3	• Communicates information, ideas, opinions and arguments with some detail and clarity. • Some development and organisation of content, which may not always be successful. • Some support/justification of content.	5–6
2	• Communicates simple information, ideas, opinions and arguments but these often lack clarity. • Limited attempts to develop and organise content. • Attempts to support/justify some content with limited success.	3–4
1	• Gives basic information, ideas, opinions and arguments but these may be irrelevant. • Minimal attempts to develop and organise content. • Minimal attempt to support/justify content.	1–2
0	No creditable response.	0

Section 2: Topic conversation and Section 3: General conversation

Examiners will mark out of 12 for each part: Communication and effective engagement (4 marks), Language range (4 marks), Language accuracy (4 marks).

Conversations: Communication and effective engagement

S1: Communicate information, ideas, opinions and arguments clearly and effectively, with support/justification.
S2: Engage in a conversation and contribute effectively to help move the conversation forward.

Level	Communication and effective engagement (S1 and S2)	Marks
4	• Communicates detailed information, ideas, opinions and arguments clearly and effectively. • Consistently clear development and organisation of content with effective support/justification. (S1) • Effective engagement in the conversation. Responds fully to all examiner input. Sustains their own part in the conversation with ease. (S2)	4
3	• Communicates detailed information, ideas, opinions and arguments in a mostly clear and effective way. • Generally clear development and organisation of content with mostly effective support/justification (S1) • Mostly effective engagement in the conversation. Responds to most examiner input. Generally sustains their own part in the conversation. (S2)	3
2	• Communicates information, ideas, opinions and arguments with some detail. • Some development and organisation of content, which may not always be successful. Some support/justification of content. (S1) • Some effective engagement in the conversation. Needs some prompting from the examiner. Not always able to sustain their own part in the conversation. (S2)	2
1	• Communicates basic information, ideas, opinions and arguments but these may be irrelevant. • Attempts to develop, organise and support/justify content with limited success. (S1) • Limited engagement and responses. Requires prompting. Relies on the examiner and is unable to sustain fluency. (S2)	1
0	No creditable response.	0

Conversations: Language range and accuracy

S3: Use a wide range of vocabulary and grammar.
S4: Use vocabulary and grammar accurately.

Level	Language range (S3)	Marks	Language accuracy (S4)	Marks
4	• Uses a wide range of linking and cohesive devices to connect a series of points. • Uses a wide range of vocabulary appropriate to the tasks. Often uses less common vocabulary. • Can vary formulation to avoid repetition.	4	• Use of simple grammar is consistently accurate. • Shows a good degree of control of some complex grammar.	4
3	• Uses a range of linking and cohesive devices to connect a series of points. • Uses a range of vocabulary appropriate to the tasks. Occasionally uses less common vocabulary. • Attempts to vary formulation but some repetition is present.	3	• Use of simple grammar is generally accurate. • Uses some complex grammar, with occasional slips.	3
2	• Uses some linking and cohesive devices to connect a sequence of points. • Uses vocabulary appropriate to the tasks. Makes some attempt to use less common vocabulary. • There is some repetition.	2	• Uses simple grammar, with occasional errors. • Makes some use of more complex grammar, with some errors. • Communication is not always clear.	2
1	• Uses simple linking and cohesive devices to attempt to connect a series of points, not always successfully. • Uses common vocabulary with some irrelevance. Range is limited with no attempt to use less common vocabulary. • There is frequent repetition.	1	• Uses simple grammar, with frequent errors. • Attempts to use more complex grammar with limited success. • Makes frequent errors. Communication is often impeded.	1
0	No creditable response.	0	No creditable response.	0

Whole test: Section 1 Presentation, Section 2 Topic conversation and Section 3 General conversation.

6 marks are available for pronunciation and intonation across all three parts of the test.

Pronunciation and intonation

S5: Show control of pronunciation and intonation.

Level	Pronunciation and intonation (S5)	Marks
3	• Pronunciation is consistently clear and understandable. • Intonation is controlled and appropriate. • Individual sounds are articulated accurately and clearly.	5–6
2	• Pronunciation is generally clear and understandable. • Partial control of intonation. • Individual sounds are generally articulated clearly, though with some errors.	3–4
1	• Pronunciation is unclear and difficult to understand. • Little sense of intonation. • Individual sounds have frequent errors.	1–2
0	No creditable response.	0

Glossary of terms used in the Speaking levels-based mark schemes

- **Relevant:** related or relatable to required content points and/or task requirements.
- **Range:** the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.
- **Linking and cohesive devices:** refers to linking words and phrases (e.g. 'but', 'because', 'moreover', 'it may appear', 'as a result'), as well as grammatical devices such as the use of reference pronouns, substitution (e.g. There are two women in the picture. The one on the right ...), ellipsis (e.g. The first car he owned was a small car, the second a family car.).
- **Formulation:** the choice of words and grammatical forms a candidate uses to express meaning.
- **Less common vocabulary:** appears less often and is used to express ideas more succinctly and precisely.
- **Errors** are systematic mistakes.
- **Slips** are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/grammatical point are accurate, a mistake on that point would most likely be a slip.
- **Impede communication:** gets in the way of meaning.
- **Simple grammar:** words, phrases, basic tenses and simple clauses.
- **Complex grammar:** longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms, and tense contrasts.