

GCSE



WJEC GCSE in GERMAN

APPROVED BY QUALIFICATIONS WALES

SAMPLE ASSESSMENT MATERIALS

Teaching from 2016



This Qualifications Wales regulated qualification is not available to centres in England.



For teaching from 2016
For award from 2018

GCSE GERMAN

SAMPLE ASSESSMENT
MATERIALS

Contents

	Page
UNIT 1: Speaking	
Question paper	5
Mark scheme	133
UNIT 2: Listening	
Question paper	161
Mark scheme	179
UNIT 3: Reading	
Question paper	197
Mark scheme	223
UNIT 4: Writing	
Question paper	233
Mark scheme	245

Candidate Name	Centre Number				Candidate Number			
					0			



GCSE

German

UNIT 1: Speaking

FOUNDATION TIER - SET 1

SAMPLE ASSESSMENT MATERIALS

7-9 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 7-9 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY
FOUNDATION Set 1

IDENTITY AND CULTURE

(15 marks)

Technology and social media

Setting: You are skyping your German friend and you start talking about how you use technology. Your teacher will play the part of your German friend.

Your teacher will speak first.

- Say what sort of technology you like.
- Say what your favourite website is.
- Answer the question.
- Say what technology you used yesterday.
- Ask your friend if he/she has a mobile phone.

PHOTO CARD DISCUSSION

FOUNDATION Set 1

WALES AND THE WORLD

(15 marks)

The Wider World



Answer the questions.

- **Beschreib das Foto.**
- **Was für Urlaub machst du gern? Warum?**

Your teacher will now ask you two further questions.

CONVERSATION

FOUNDATION Set 1

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college life
or
- Career plans

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

Theme: IDENTITY AND CULTURE

- Self and relationships
or
- Health and fitness



GCSE

German

UNIT 1: Speaking

FOUNDATION TIER - SET 2

SAMPLE ASSESSMENT MATERIALS

7-9 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 7-9 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY
FOUNDATION Set 2

WALES AND THE WORLD

(15 marks)

Travel and transport

Setting: Whilst on holiday in Germany, you go to the train station to buy a ticket.

Your teacher will speak first.

- Say that you want to go to Berlin.
- Say how many tickets you want.
- Answer the question.
- Ask how much it costs.
- Say you travelled by bus.

PHOTO CARD DISCUSSION

FOUNDATION Set 2

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans



Answer the questions.

- **Beschreib das Foto.**
- **Was für eine Person bist du? Gib Details.**

Your teacher will now ask you two further questions.

CONVERSATION

FOUNDATION Set 2

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

Theme: IDENTITY AND CULTURE

- Festivals and celebrations
or
- Entertainment and leisure

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

Theme: WALES AND THE WORLD

- Local areas of interest
or
- Environment



GCSE

German

UNIT 1: Speaking

FOUNDATION TIER - SET 3

SAMPLE ASSESSMENT MATERIALS

7-9 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 7-9 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

FOUNDATION Set 3

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Career plans

Setting: You have a German student staying with you and you talk about your future plans with your German friend. Your teacher will play the role of the German student.

Your teacher will speak first.

- Say what job you want to do.
- Say why you want to do this job.
- Answer the question.
- Say what you did at school yesterday.
- Ask your friend if he/she has a job.

PHOTO CARD DISCUSSION

FOUNDATION Set 3

IDENTITY AND CULTURE

(15 marks)

Lifestyle



Answer the questions.

- **Beschreib das Foto.**
- **Isst du gern Fast-food? Warum (nicht)?**

Your teacher will now ask you two further questions.

CONVERSATION
FOUNDATION Set 3

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

Theme: WALES AND THE WORLD

- Holidays and tourism
or
- Social issues

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college studies
or
- Employment



GCSE

German

UNIT 1: Speaking

FOUNDATION TIER - SET 4

SAMPLE ASSESSMENT MATERIALS

7-9 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 7-9 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

FOUNDATION Set 4

IDENTITY AND CULTURE

(15 marks)

Holidays and tourism

Setting: Your German friend has come to visit you and you are chatting about the sports you like and how you keep fit. Your teacher will play the part of your German friend.

Your teacher will speak first.

- Say what sport you like.
- Answer the question.
- Say what you eat to stay healthy.
- Say what you did yesterday to be healthy.
- Ask your friend what sport he/she prefers.

PHOTO CARD DISCUSSION

FOUNDATION Set 4

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans



Answer the questions.

- **Beschreib das Foto.**
- **Studierst du gern mit Freunden? Warum (nicht)?**

Your teacher will now ask you two further questions.

CONVERSATION
FOUNDATION Set 4

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

Theme: WALES AND THE WORLD

- Travel and transport
- or**
- Environment

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

Theme: IDENTITY AND CULTURE

- Technology and social media
- or**
- Food and drink



GCSE

German

UNIT 1: Speaking

FOUNDATION TIER - SET 5

SAMPLE ASSESSMENT MATERIALS

7-9 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 7-9 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY
FOUNDATION Set 5

WALES AND THE WORLD

(15 marks)

Holidays and tourism

Setting: Your German exchange friend has come to visit you and asks you about holidays you have enjoyed. Your teacher will play the part of your German friend.

Your teacher will speak first.

- Say what types of holidays you prefer.
- Say who you go on holiday with.
- Answer the question.
- Say where you went on holiday last year.
- Ask your friend where he/she is going on holiday.

PHOTO CARD DISCUSSION

FOUNDATION Set 5

IDENTITY AND CULTURE

(15 marks)

Customs and Traditions



Answer the questions.

- **Beschreib das Foto.**
- **Gehst du gern zur Partys? Warum (nicht)?**

Your teacher will now ask you two further questions.

CONVERSATION
FOUNDATION Set 5

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college life
- or**
- Skills and personal qualities

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of Germany and German-speaking countries
- or**
- Travel and transport



GCSE

German

UNIT 1: Speaking

FOUNDATION TIER - SET 6

SAMPLE ASSESSMENT MATERIALS

7-9 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 7-9 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

FOUNDATION Set 6

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Skills and personal qualities

Setting: Your German friend has telephoned you and you talk about your skills. Your teacher will play the part of your German friend.

The teacher will speak first.

- Say what sort of person you are.
- Say what languages you speak.
- Answer the question.
- Say what you studied yesterday at school.
- Ask your friend what he / she likes studying.

PHOTO CARD DISCUSSION

FOUNDATION Set 6

WALES AND THE WORLD

(15 marks)

Global Sstainability



Answer the questions.

- **Beschreib das Foto.**
- **Bist du umweltfreundlich? Warum (nicht)?**

Your teacher will now ask you two further questions.

CONVERSATION
FOUNDATION Set 6

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

Theme: IDENTITY AND CULTURE

- Health and Fitness
or
- Technology and social media

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Post-16 study
or
- School / college studies



GCSE

German

UNIT 1: Speaking

FOUNDATION TIER - SET 7

SAMPLE ASSESSMENT MATERIALS

7-9 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 7-9 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY
FOUNDATION Set 7

IDENTITY AND CULTURE

(15 marks)

Festivals and celebrations

Setting: You are talking about a family party with your German friend.

The teacher will speak first.

- Say what you do for your birthday.
- Say who you celebrate with.
- Answer the question.
- Say where you went for your last birthday.
- Ask your friend if he/she likes parties.

PHOTO CARD DISCUSSION

FOUNDATION Set 7

WALES AND THE WORLD

(15 marks)

Home and Locality



Answer the questions.

- **Beschreib das Foto.**
- **Wohnst du gern hier? Warum (nicht)?**

Your teacher will now ask you two further questions.

CONVERSATION

FOUNDATION Set 7

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Career plans
- or**
- School / college life

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

Theme: IDENTITY AND CULTURE

- Food and drink
- or**
- Self and relationships



GCSE

German

UNIT 1: Speaking

FOUNDATION TIER - SET 8

SAMPLE ASSESSMENT MATERIALS

7-9 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 7-9 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY
FOUNDATION Set 8

WALES AND THE WORLD

(15 marks)

Environment

Setting: As part of a school twinning project, you are taking part in a video conference with a school in Germany. You are talking to a German pupil about recycling. Your teacher will play the part of the German pupil.

Your teacher will speak first.

- Say which items you recycle at home.
- Say how often you recycle.
- Say what you did yesterday to help the environment.
- Answer the question.
- Ask if he/she recycles at school.

PHOTO CARD DISCUSSION

FOUNDATION Set 8

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Current Study



Answer the questions.

- **Beschreib das Foto.**
- **Was lernst du gern? Warum?**

Your teacher will now ask you two further questions.

CONVERSATION

FOUNDATION Set 8

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

Theme: IDENTITY AND CULTURE

- Entertainment and leisure
or
- Festivals and celebrations

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

Theme: WALES AND THE WORLD

- Local areas of interest
or
- Holidays and tourism



GCSE

German

UNIT 1: Speaking

FOUNDATION TIER - SET 9

SAMPLE ASSESSMENT MATERIALS

7-9 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 7-9 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

FOUNDATION Set 9

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

School / college life

Setting: You are on a school exchange to Germany. You are talking to your German friend about school life. Your teacher will play the part of your German friend.

Your teacher will speak first.

- Say which school you go to.
- Answer the question.
- Say what you did at school yesterday.
- Say what you wear to school.
- Ask which subject he / she prefers.

PHOTO CARD DISCUSSION

FOUNDATION Set 9

IDENTITY AND CULTURE

(15 marks)

Youth Culture



Answer the questions.

- **Beschreib das Foto.**
- **Was ist besser: Handys oder Computer? Warum?**

Your teacher will now ask you two further questions.

CONVERSATION
FOUNDATION Set 9

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of Germany and German-speaking countries
- or**
- Social issues

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Skills and personal qualities
- or**
- School / college studies



GCSE

German

UNIT 1: Speaking

HIGHER TIER - SET 1

SAMPLE ASSESSMENT MATERIALS

10-12 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

Higher Set 1

IDENTITY AND CULTURE

(15 marks)

Technology and social media

Setting: You are skyping your German friend and you start talking about technology. Your teacher will play the role of your German friend.

Your teacher will speak first.

- Say why it is important to have a mobile phone.
- Say what technology you used last night.
- Answer the question.
- Ask your friend what he / she thinks of social media.
- Say you will buy a new mobile phone tomorrow.

PHOTO CARD DISCUSSION

Higher Set 1

WALES AND THE WORLD

(15 marks)

The Wider World



Answer the questions.

- **Was passiert in diesem Foto?**
- **Ist Tourismus gut oder schlecht für eine Stadt? Warum (nicht)?**

Your teacher will now ask you two further questions.

CONVERSATION

Higher Set 1

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college life
or
- Career plans

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

Theme: IDENTITY AND CULTURE

- Self and relationships
or
- Health and fitness



GCSE

German

UNIT 1: Speaking

HIGHER TIER - SET 2

SAMPLE ASSESSMENT MATERIALS

10-12 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should respond using the prompts provided on the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

HIGHER Set 2

WALES AND THE WORLD

(15 marks)

Environment

Setting: As part of a school twinning project, you are taking part in a video conference with a school in Germany. You are talking to a German pupil about pollution in your town. Your teacher will play the part of the German pupil.

The teacher will speak first

- Give one environmental problem in your area.
- Say what you will do to help this.
- Say what you did yesterday to help the environment.
- Answer the question.
- Ask how he/she travels to school.

PHOTO CARD DISCUSSION

HIGHER Set 2

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans



Answer the questions.

- **Was passiert in diesem Foto?**
- **Was für Charaktereigenschaften braucht ein guter Arbeiter ? Warum?**

Your teacher will now ask you two further questions.

CONVERSATION

HIGHER Set 2

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

Theme: IDENTITY AND CULTURE

- Festivals and celebrations
or
- Entertainment and leisure

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

Theme: WALES AND THE WORLD

- Local areas of interest
or
- Environment



GCSE

German

UNIT 1: Speaking

HIGHER TIER - SET 3

SAMPLE ASSESSMENT MATERIALS

10-12 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

HIGHER Set 3

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

School / college life

Setting: You are on a school exchange with a school in Germany. You are talking about your school with your German friend. Your teacher will play the part of your German friend.

Your teacher will speak first.

- Say what the advantages of school uniform are.
- Say what you would prefer to wear to school.
- Answer the question.
- Ask your friend what he/she thinks of school.
- Say what homework you did yesterday.

PHOTO CARD DISCUSSION

HIGHER Set 3

IDENTITY AND CULTURE

(15 marks)

Lifestyle



Answer the questions.

- **Was passiert in diesem Foto?**
- **Ist es wichtig, gesund zu essen? Warum (nicht)?**

Your teacher will now ask you two further questions.

CONVERSATION

HIGHER Set 3

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

Theme: WALES AND THE WORLD

- Holidays and tourism
or
- Social issues

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college studies
or
- Employment



GCSE

German

UNIT 1: Speaking

HIGHER TIER - SET 4

SAMPLE ASSESSMENT MATERIALS

10-12 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

HIGHER Set 4

IDENTITY AND CULTURE

(15 marks)

Entertainment and Leisure

Setting: You are on holiday in Germany and have bought some clothes from a shop. One of your items doesn't fit and you go back to the shop to return it. Your teacher will play the role of the shop assistant.

The teacher will speak first.

- Say what items of clothing you bought in the shop.
- Say what the problem is with one of the items.
- Say that you would like another.
- Answer the question.
- Ask if the item is available in another colour.

PHOTO CARD DISCUSSION

HIGHER Set 4

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans



Answer the questions.

- **Was passiert in diesem Foto?**
- **Ist das Schulleben stressig? Warum (nicht)?**

Your teacher will now ask you two further questions.

CONVERSATION

HIGHER Set 4

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

Theme: WALES AND THE WORLD

- Travel and transport
- or**
- Environment

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

Theme: IDENTITY AND CULTURE

- Technology and social media
- or**
- Food and drink



GCSE

German

UNIT 1: Speaking

HIGHER TIER - SET 5

SAMPLE ASSESSMENT MATERIALS

10-12 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

HIGHER Set 5

WALES AND THE WORLD

(15 marks)

Holidays and tourism

Setting: Your German exchange student has come to visit you. You are talking to him/her about holidays. Your teacher will play the role of the exchange student.

Your teacher will speak first.

- Say where you went on holiday last year.
- Say what you would like to do next year.
- Answer the question.
- Ask your friend if he/she likes camping.
- Say what sort of holiday accommodation you prefer.

PHOTO CARD DISCUSSION

HIGHER Set 5

IDENTITY AND CULTURE

(15 marks)

Customs and Traditions



Answer the questions.

- **Was passiert in diesem Foto?**
- **Ist es wichtig, Geburtstage zu feiern? Warum (nicht)?**

Your teacher will now ask you two further questions.

CONVERSATION

HIGHER Set 5

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college life
- or**
- Skills and personal qualities

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of Germany and German-speaking countries
- or**
- Travel and transport



GCSE

German

UNIT 1: Speaking

HIGHER TIER - SET 6

SAMPLE ASSESSMENT MATERIALS

10-12 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

HIGHER Set 6

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans

Setting: Your German friend has telephoned you and you talk about your study plans. Your teacher will play the part of your German friend.

The teacher will speak first.

- Say what you will study next year.
- Say why.
- Say what you did yesterday after school.
- Answer the question.
- Ask you friend what languages he / she speaks.

PHOTO CARD DISCUSSION

HIGHER Set 6

WALES AND THE WORLD

(15 marks)

Global Sustainability



Answer the questions.

- **Was passiert in diesem Foto?**
- **Gibt es viele Verschmutzung in deiner Gegend? Warum (nicht)?**

Your teacher will now ask you two further questions.

CONVERSATION

HIGHER Set 6

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

Theme: IDENTITY AND CULTURE

- Health and Fitness
or
- Technology and social media

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Post-16 study
or
- School / college studies



GCSE

German

UNIT 1: Speaking

HIGHER TIER - SET 7

SAMPLE ASSESSMENT MATERIALS

10-12 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY
HIGHER Set 7

IDENTITY AND CULTURE

(15 marks)

Festivals and celebrations

Setting: You are talking to your German friend about parties. Your teacher will play the part of your German friend.

Your teacher will speak first.

- Say you will go to a party at the weekend.
- Say why you like parties.
- Say what present you had for your last birthday.
- Ask your friend what they wear to parties.
- Answer the question.

PHOTO CARD DISCUSSION

HIGHER Set 7

WALES AND THE WORLD

(15 marks)

Home and Locality



Answer the questions.

- Was passiert in diesem Foto?
- Was sind die Nachteile, wenn man in einer Großstadt wohnt? Warum?

Your teacher will now ask you two further questions.

CONVERSATION

HIGHER Set 7

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Career plans
or
- School / college life

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

Theme: IDENTITY AND CULTURE

- Food and drink
or
- Self and relationships



GCSE

German

UNIT 1: Speaking

HIGHER TIER - SET 8

SAMPLE ASSESSMENT MATERIALS

10-12 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

HIGHER Set 8

WALES AND THE WORLD

(15 marks)

Local areas of interest

Setting: You are talking to your German friend about your local area. Your teacher will play the role of the friend.

The teacher will speak first.

- Say why you like your area.
- Answer the question.
- Say what you did in your area last weekend.
- Say where you would like to live in the future.
- Ask your friend where he / she is from in Germany.

PHOTO CARD DISCUSSION

HIGHER Set 8

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Current Study



Answer the questions.

- **Was passiert in diesem Foto?**
- **Welche negative Aspekte hat das Schulleben? Warum?**

Your teacher will now ask you two further questions.

CONVERSATION

HIGHER Set 8

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

Theme: IDENTITY AND CULTURE

- Entertainment and leisure
or
- Festivals and celebrations

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

Theme: WALES AND THE WORLD

- Local areas of interest
or
- Holidays and tourism



GCSE

German

UNIT 1: Speaking

HIGHER TIER - SET 9

SAMPLE ASSESSMENT MATERIALS

10-12 minutes

12 minutes preparation time

INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play, photo card discussion and the conversation.

Role play: you should attempt to provide full responses to the prompts in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

Conversation: You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

Complete the role play, the photo card discussion **and** the conversation.

Do **not** write on the test booklet.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

ROLE PLAY

HIGHER Set 9

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Career plans

Setting: You are talking to your German friend about your future plans. Your teacher will play the part of your friend.

The teacher will speak first.

- Say what job you would like to do in the future.
- Say why you want to do this job.
- Answer the question.
- Ask your friend what sort of work they like.
- Say what you studied yesterday.

PHOTO CARD DISCUSSION

HIGHER Set 9

IDENTITY AND CULTURE

(15 marks)

Youth Culture



Answer the questions.

- **Was passiert in diesem Foto?**
- **Ist Technologie wichtig in deinem Leben? Warum?**

Your teacher will now ask you two further questions.

CONVERSATION

HIGHER Set 9

PART 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of Germany and German-speaking countries
- or**
- Social issues

PART 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Skills and personal qualities
- or**
- School / college studies

TEACHER EXAMINER'S COPY

ROLE PLAY

FOUNDATION Set 1

IDENTITY AND CULTURE

Technology and social media

Setting: You are skyping your German friend and you start talking about how you use technology.

The teacher will speak first. Teacher examiner responses are given in bold.

- **Was für Technologie hast du gern ?**
- Say what sort of technology you like.
- **Was ist deine Lieblingswebseite?**
- Say what your favourite website is.
- **Wann benutzt du das Internet?**
- Answer the question.
- **Was für Technologie hast du gestern benutzt?**
- Say what technology you used yesterday.
- **Aha.**
- Ask your friend if he/she has a mobile phone.
- **Ja.**

TEACHER EXAMINER'S COPY
PHOTO CARD DISCUSSION
FOUNDATION Set 1

WALES AND THE WORLD

(15 marks)

The Wider World



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Beschreib das Foto.**
- (2) When the candidate has completed his/her response continue with the following questions.
 - **Was für Urlaub machst du gern? Warum?**
- (3) Unseen questions.
 - **Urlaub mit der Familie ist besser. Was denkst du ? (Warum? / Gib Details)**
 - **Wohin wirst du nächstes Jahr ins Urlaub fahren? (Warum? / Gib Details)**

TEACHER EXAMINER'S COPY

CONVERSATION

FOUNDATION Set 1

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college life
or
- Career plans

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: IDENTITY AND CULTURE

- Self and relationships
or
- Health and fitness

TEACHER EXAMINER'S COPY

ROLE PLAY

FOUNDATION Set 2

WALES AND THE WORLD

Travel and transport

Setting: Whilst on holiday in Germany, you go to the train station to buy a ticket.

The teacher will speak first. Teacher examiner questions are given in bold.

- **Guten Morgen. Wie kann ich helfen?**
- Say that you want to go to Berlin.
- **Wieviele Fahrkarten?**
- Say how many tickets you want.
- **Was für eine Fahrkarte?**
- Answer the question
- **Kein Problem.**
- Ask how much it costs.
- **Vierzig Euro. Wie bist du gestern hier gefahren?**
- Say you travelled by bus.

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

FOUNDATION Set 2

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Beschreib das Foto.**
- (2) When the candidate has completed their response continue with the following questions.
 - **Was für eine Person bist du? Gib Details.**
- (3) Unseen questions.
 - **Was für Arbeit hast du lieber ? (Warum? / Gib Details)**
 - **Wo wirst du in der Zukunft arbeiten? (Warum? / Gib Details)**

TEACHER EXAMINER'S COPY

CONVERSATION

FOUNDATION Set 2

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: IDENTITY AND CULTURE

- Festivals and celebrations
or
- Entertainment and leisure

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: WALES AND THE WORLD

- Local areas of interest
or
- Environment

TEACHER EXAMINER'S COPY

ROLE PLAY

FOUNDATION Set 3

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Career plans

Setting: You have a German student staying with you and you talk about your future plans with your German friend. Your teacher will play the role of the German student. The teacher will speak first.

The teacher examiner responses are given in bold.

- **Welchen Beruf möchtest du machen?**
- Say what job you want to do.
- **Warum?**
- Say why you want to do this job.
- **Welche Fremdsprachen sprichst du?**
- Answer the question.
- **Was hast du gestern in der Schule gemacht?**
- Say what you did at school yesterday.
- **Aha.**
- Ask your friend if he / she has a job.
- **Ja, in einem Supermarkt.**

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

FOUNDATION Set 3

IDENTITY AND CULTURE

(15 marks)

Lifestyle



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Beschreib das Foto.**
- (2) When the candidate has completed his/her response continue with the following questions.
 - **Isst du gern Fast-food? Warum (nicht)?**
- (3) Unseen questions.
 - **Wie findest du das Essen in der Kantine? (Warum? / Gib Details)**
 - **Was hast du gestern gemacht, um fit zu bleiben? (Warum? / Gib Details)**

TEACHER EXAMINER'S COPY

CONVERSATION

FOUNDATION Set 3

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and / or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: WALES AND THE WORLD

- Holidays and tourism
or
- Social issues

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college studies
or
- Employment

TEACHER EXAMINER'S COPY

ROLE PLAY

FOUNDATION Set 4

IDENTITY AND CULTURE

(15 marks)

Health and fitness

Setting: Your German friend has come to visit you and you are chatting about the sports you like and how you keep fit. Your teacher will play the part of your German friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Treibst du gern Sport?**
- Say what sport you like.
- **Mit wem machst du das?**
- Answer the question.
- **Was isst du, um gesund zu sein?**
- Say what you eat to stay healthy.
- **Was hast du gestern gemacht, um fit zu bleiben?**
- Say what you did yesterday to be healthy.
- **Aha.**
- Ask your friend what sport he / she prefers.
- **Tischtennis.**

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

FOUNDATION Set 4

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Beschreib das Foto.**
- (2) When the candidate has completed his/her response continue with the following questions.
 - **Studierst du gern mit Freunden? Warum (nicht)?**
- (3) Unseen questions.
 - **Wie findest du Prüfungen ? (Warum? / Gib Details)**
 - **Was wirst du nächstes Jahr studieren? (Warum? / Gib Details)**

TEACHER EXAMINER'S COPY

CONVERSATION

FOUNDATION Set 4

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and / or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: WALES AND THE WORLD

- Travel and transport
- or**
- Environment

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: IDENTITY AND CULTURE

- Technology and social media
- or**
- Food and drink

TEACHER EXAMINER'S COPY

ROLE PLAY

FOUNDATION Set 5

WALES AND THE WORLD

(15 marks)

Holidays and tourism

Setting: Your German exchange friend has come to visit you and asks you about holidays you have enjoyed. Your teacher will play the part of your German friend. The teacher will speak first.

Teacher examiner responses are given in bold

- **Was für Urlaub machst du gern?**
- Say what types of holidays you prefer.
- **Mit wem?**
- Say who you go on holiday with.
- **Wie fährst du normalerweise?**
- Answer the question.
- **Wo warst du letztes Jahr?**
- Say where you went on holiday last year.
- **Toll!**
- Ask your friend where he / she is going on holiday.
- **Nach Portugal.**

TEACHER EXAMINER'S COPY
PHOTO CARD DISCUSSION
FOUNDATION Set 5

IDENTITY AND CULTURE

(15 marks)

Customs and Traditions



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Beschreib das Foto.**
- (2) When the candidate has completed his / her response continue with the following questions.
 - **Gehst du gern zur Partys? Warum (nicht)?**
- (3) Unseen questions.
 - **Partys sind besser mit Freunden. Was denkst du? (Warum? / Gib Details)**
 - **Was hast du zum letzten Geburtstag gemacht? (Warum? / Gib Details)**

TEACHER EXAMINER'S COPY

CONVERSATION

FOUNDATION Set 5

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college life
or
- Skills and personal qualities

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of Germany and German-speaking countries
or
- Travel and transport

TEACHER EXAMINER'S COPY

ROLE PLAY

FOUNDATION Set 6

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Skills and personal qualities

Setting: Your German friend has telephoned you and you talk about your skills. Your teacher will play the part of your German friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Was für eine Person bist du?**
- Say what sort of person you are.
- **Welche Fremdsprachen sprichst du?**
- Say what languages you speak.
- **Was ist dein Lieblingsfach?**
- Answer the question.
- **Was hast du gestern in der Schule gelernt?**
- Say what you studied yesterday at school.
- **Aha.**
- Ask your friend what he / she likes studying.
- **Mathe.**

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

FOUNDATION Set 6

WALES AND THE WORLD

(15 marks)

Global Sustainability



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Beschreib das Foto.**
- (2) When the candidate has completed his / her response continue with the following questions.
 - **Bist du umweltfreundlich? Warum (nicht)?**
- (3) Unseen questions.
 - **Wie findest du Recycling ? (Warum? / Gib Details)**
 - **Was hast du letzte Woche gemacht, um der Umwelt zu helfen? (Warum? / Gib Details)**

TEACHER EXAMINER'S COPY

CONVERSATION

FOUNDATION Set 6

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and / or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: IDENTITY AND CULTURE

- Health and Fitness
or
- Technology and social media

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Post-16 study
or
- School / college studies

TEACHER EXAMINER'S COPY

ROLE PLAY

FOUNDATION Set 7

IDENTITY AND CULTURE

(15 marks)

Festivals and celebrations

Setting: You are talking about a family party with your German friend. The teacher will speak first.

Teacher examiner responses are given in bold

- **Was machst du zum Geburtstag?**
- Say what you do for your birthday.
- **Mit wem?**
- Say who you celebrate with.
- **Wann hast du Geburtstag ?**
- Answer the question.
- **Wohin bist du letztes Jahr zum Geburtstag gegangen?**
- Say where you went for your last birthday .
- **Aha.**
- Ask your friend if he / she likes parties.
- **Natürlich.**

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

FOUNDATION Set 7

WALES AND THE WORLD

(15 marks)

Home and Locality



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Beschreib das Foto.**
- (2) When the candidate has completed his / her response continue with the following questions.
 - **Wohnst du gern hier? Warum (nicht)?**
- (3) Unseen questions.
 - **Wie findest du die Verkehrsmittel in deiner Gegend ? (Warum? / Gib Details)**
 - **Was hast du letzte Woche in deiner Gegend gemacht? (Warum? / Gib Details)**

TEACHER EXAMINER'S COPY

CONVERSATION

FOUNDATION Set 7

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and / or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Career plans
or
- School / college life

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: IDENTITY AND CULTURE

- Food and drink
or
- Self and relationships

TEACHER EXAMINER'S COPY

ROLE PLAY

FOUNDATION Set 8

WALES AND THE WORLD

(15 marks)

Environment

Setting: As part of a school twinning project, you are taking part in a video conference with a school in Germany. You are talking to a German pupil about recycling. Your teacher will play the part of the German pupil.

Teacher examiner responses are in bold

- **Trennst du Müll?**
- Say which of your items you recycle at home.
- **Wie oft?**
- Say how often you recycle.
- **Was hast du gestern gemacht, um der Umwelt zu helfen?**
- Say what you did yesterday to help the environment.
- **An welchem Tag ist das Recycling?**
- Answer the question.
S
- **Aha.**
- Ask if he / she recycles at school.
- **Natürlich!**

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

FOUNDATION Set 8

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Current Study



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Beschreib das Foto.**
- (2) When the candidate has completed his / her response continue with the following questions.
 - **Was lernst du gern? Warum?**
- (3) Unseen questions.
 - **Wie findest du Hausaufgaben ? (Warum? / Gib Details)**
 - **Was hast du gestern in der Schule gemacht? (Warum? / Gib Details)**

TEACHER EXAMINER'S COPY

CONVERSATION

FOUNDATION Set 8

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: IDENTITY AND CULTURE

- Entertainment and leisure
or
- Festivals and celebrations

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: WALES AND THE WORLD

- Local areas of interest
or
- Holidays and tourism

TEACHER EXAMINER'S COPY

ROLE PLAY

FOUNDATION Set 9

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

School / college life

Setting: You are on a school exchange to Germany. You are talking to your German friend about school life. Your teacher will play the part of your German friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Welche Schule besuchst du?**
- Say which school you go to.
- **Wann beginnt die Schule?**
- Answer the question.
- **Aha. Was hast du gestern in der Schule gemacht?**
- Say what you did at school yesterday.
- **Was trägst du?**
- Say what you wear to school.
- **Ich auch.**
- Ask which subject he / she prefers.
- **Mathe.**

TEACHER EXAMINER'S COPY
PHOTO CARD DISCUSSION
FOUNDATION Set 9

IDENTITY AND CULTURE

(15 marks)

Youth Culture



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Beschreib das Foto.**
- (2) When the candidate has completed his / her response continue with the following question.
 - **Was ist besser: Handys oder Computer? Warum?**
- (3) Unseen questions.
 - **Wie findest du Social Media-Seiten ? (Warum? / Gib Details)**
 - **Wie hast du Technologie gestern benutzt? (Warum? / Gib Details)**

TEACHER EXAMINER'S COPY

CONVERSATION

FOUNDATION Set 9

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of Germany and German-speaking countries
or
- Social issues

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Skills and personal qualities
or
- School / college studies

TEACHER EXAMINER'S COPY

ROLE PLAY

Higher Set 1

IDENTITY AND CULTURE

Technology and social media

Setting: You are skyping your German friend and you start talking about technology. Your teacher will play the role of your German friend. The teacher will speak first.

Teacher examiner responses are in bold

- **Wie findest du Handys?**
- Say why it is important to have a mobile phone.
- **Was für Technologie hast du gestern benutzt?**
- Say what technology you used last night.
- **Wie oft benutzt du dein Handy?**
- Answer the question.
- **Aha.**
- Ask your friend what he / she thinks of social media.
- **Toll. Was wirst du morgen machen ?**
- Say you will buy a new mobile phone tomorrow.

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

Higher Set 1

WALES AND THE WORLD

(15 marks)

The Wider World



Please note the approximate timing for this task is 3 minutes.

- (1) Start the discussion by asking the first question.
 - **Was passiert in diesem Foto?**
- (2) When the candidate has completed his / her response continue with the following questions.
 - **Ist Tourismus gut oder schlecht für eine Stadt? Warum (nicht)?**
- (3) Unseen questions.
 - **Ferien sind teuer. Was denkst du? (Warum? / Erklär deine Meinungen)**
 - **Was wäre dein Traumurlaub? (Warum? / Erklär deine Meinungen)**

TEACHER EXAMINER'S COPY

CONVERSATION

Higher Set 1

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college life
or
- Career plans

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: IDENTITY AND CULTURE

- Self and relationships
or
- Health and fitness

TEACHER EXAMINER'S COPY

ROLE PLAY

HIGHER Set 2

WALES AND THE WORLD

(15 marks)

Environment

Setting: As part of a school twinning project, you are taking part in a video conference with a school in Germany. You are talking to a German pupil about pollution and the environment in your town. Your teacher will play the part of the German pupil. The teacher will speak first.

Teacher examiner responses are in bold.

- **Welche Umweltprobleme gibt es in deiner Gegend?**
- Give one environmental problem in your area.
- **Was wirst du machen, um der Umwelt zu helfen?**
- Say what you will do to help this.
- **Was hast du gestern gemacht, um der Umwelt zu helfen?**
- Say what you did yesterday to help the environment.
- **Wie oft recycelst du?**
- Answer the question.
- **Aha.**
- Ask how he / she travels to school.
- **Mit dem Bus.**

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

HIGHER Set 2

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans



Please note the approximate timing for this task is 3 minutes.

- (1) Start the discussion by asking the first question.
 - **Was passiert in diesem Foto?**
- (2) When the candidate has completed his/her response continue with the following questions.
 - **Was für Charaktereigenschaften braucht ein guter Arbeiter ? Warum?**
- (3) Unseen questions.
 - **Es ist wichtig, viel Geld zu verdienen. Was denkst du? (Warum? / Erklär deine Meinungen)**
 - **Was wäre dein Traumberuf? (Warum? / Erklär deine Meinungen)**

TEACHER EXAMINER'S COPY

CONVERSATION

HIGHER Set 2

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: IDENTITY AND CULTURE

- Festivals and celebrations
or
- Entertainment and leisure

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: WALES AND THE WORLD

- Local areas of interest
or
- Environment

TEACHER EXAMINER'S COPY

ROLE PLAY

HIGHER Set 3

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

School / college life

Setting: You are on a school exchange with a school in Germany. Your teacher will play the part of your German friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Welche Vorteile hat Schuluniform?**
- Say what the advantages of school uniform are.
- **Was würdest du lieber in die Schule tragen?**
- Say what you would prefer to wear to school.
- **Was machst du in der Pause?**
- Answer the question.
- **Ich auch.**
- Ask your friend what he/she thinks of school.
- **Gut. Hast du gestern Hausaufgaben gemacht?**
- Say what homework you did yesterday.

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

HIGHER Set 3

IDENTITY AND CULTURE

(15 marks)

Lifestyle



Please note the approximate timing for this task is 3 minutes.

- (1) Start the discussion by asking the first question.
 - **Was passiert in diesem Foto?**
- (2) When the candidate has completed his / her response continue with the following questions.
 - **Ist es wichtig, gesund zu essen? Warum (nicht)?**
- (3) Unseen questions.
 - **Gesundes Essen ist sehr teuer. Was denkst du ? (Warum? / Erklär deine Meinungen)**
 - **Was wirst du nächste Woche machen, um fit zu bleiben? (Warum? / Erklär deine Meinungen)**

TEACHER EXAMINER'S COPY

CONVERSATION

HIGHER Set 3

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and / or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: WALES AND THE WORLD

- Holidays and tourism
or
- Social issues

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college studies
or
- Employment

TEACHER EXAMINER'S COPY

ROLE PLAY

HIGHER Set 4

IDENTITY AND CULTURE

(15 marks)

Entertainment and leisure

Setting: You are on holiday in Germany and have bought some clothes from a shop. One of your items doesn't fit and you go back to the shop to return it. Your teacher will play the role of the shop assistant. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Wie kann ich Ihnen helfen?**
- Say what items of clothing you bought in the shop.
- **Was ist das Problem?**
- Say what the problem is with one of the items.
- **Was möchten Sie machen ?**
- Say that you would like another.
- **Welche Größe möchten Sie?**
- Answer the question.
- **Okay.**
- Ask if the item is available in another colour.
- **Leider nicht.**

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

HIGHER Set 4

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans



Please note the approximate timing for this task is 3 minutes.

- (1) Start the discussion by asking the first question.
 - **Was passiert in diesem Foto?**
- (2) When the candidate has completed his / her response continue with the following questions.
 - **Ist das Schulleben stressig? Warum (nicht)?**
- (3) Unseen questions.
 - **Es ist wichtig, eine Fremdsprache zu lernen. Was denkst du? (Warum? / Erklär deine Meinungen)**
 - **Möchtest du zur Uni gehen? (Warum (nicht)? / Erklär deine Meinungen)**

TEACHER EXAMINER'S COPY

CONVERSATION

HIGHER Set 4

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and / or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: WALES AND THE WORLD

- Travel and transport
- or**
- Environment

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: IDENTITY AND CULTURE

- Technology and social media
- or**
- Food and drink

TEACHER EXAMINER'S COPY

ROLE PLAY

HIGHER Set 5

WALES AND THE WORLD

(15 marks)

Holidays and tourism

Setting: Your German exchange student has come to visit you. You are talking him / her about holidays. Your teacher will play the role of the exchange student. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Wo warst du letztes Jahr auf Urlaub?**
- Say where you went on holiday last year.
- **Aha. Was möchtest du nächstes Jahr machen?**
- Say what you would like to do next year.
- **Mit wem fährst du gern in Urlaub?**
- Answer the question.
- **Aha.**
- Ask your friend if he / she likes camping.
- **Ja. Und du?**
- Say what sort of holiday accommodation you prefer.

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

HIGHER Set 5

IDENTITY AND CULTURE

(15 marks)

Customs and Traditions



Please note the approximate timing for this task is 3 minutes.

- (1) Start the discussion by asking the first question.
 - **Was passiert in diesem Foto?**
- (2) When the candidate has completed his / her response continue with the following questions.
 - **Ist es wichtig, Geburtstage zu feiern? Warum (nicht)?**
- (3) Unseen questions.
 - **Geburtstagsgeschenke sind zu teuer. Was denkst du ? (Warum? / Erklär deine Meinungen)**
 - **Was wäre deine Traumparty? (Warum? / Erklär deine Meinungen)**

TEACHER EXAMINER'S COPY

CONVERSATION

HIGHER Set 5

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and / or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college life
or
- Skills and personal qualities

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of Germany and German-speaking countries
or
- Travel and transport

TEACHER EXAMINER'S COPY

ROLE PLAY

HIGHER Set 6

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans

Setting: Your German friend has telephoned you and you talk about your study plans. Your teacher will play the part of your German friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Was wirst du nächstes Jahr studieren?**
- Say what you will study next year.
- **Warum?**
- Say why.
- **Stimmt. Was hast du gestern nach der Schule gemacht?**
- Say what you did yesterday after school.
- **Was für eine Person bist du?**
- Answer the question.
- **Aha.**
- Ask your friend what languages he/she speaks.
- **Spanisch und Englisch.**

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

HIGHER Set 6

WALES AND THE WORLD

(15 marks)

Global Sustainability



Please note the approximate timing for this task is 3 minutes.

- (1) Start the discussion by asking the first question.
 - **Was passiert in diesem Foto?**
- (2) When the candidate has completed his / her response continue with the following questions.
 - **Gibt es viele Verschmutzung in deiner Gegend? Warum (nicht)?**
- (3) Unseen questions.
 - **Recycling ist zu kompliziert. Was denkst du ? (Warum? / Erklär deine Meinungen)**
 - **Was wirst du nächste Woche machen, um der Umwelt zu helfen? (Warum? / Erklär deine Meinungen)**

TEACHER EXAMINER'S COPY

CONVERSATION

HIGHER Set 6

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and / or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: IDENTITY AND CULTURE

- Health and Fitness
or
- Technology and social media

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Post-16 study
or
- School / college studies

TEACHER EXAMINER'S COPY

ROLE PLAY

HIGHER Set 7

IDENTITY AND CULTURE

(15 marks)

Festivals and celebrations

Setting: You are talking to your German friend about parties. Your teacher will play the part of your German friend. The teacher will speak first.

Teacher responses are given in bold.

- **Was wirst du nächsten Samstag machen ?**
- Say you will go to a party at the weekend.
- **Aha. Gehst du gern zur Partys?**
- Say why you like parties.
- **Was hast du zum letzten Geburtstag bekommen?**
- Say what present you had for your last birthday.
- **Aha.**
- Ask your friend what they wear to parties.
- **Jeans. Was isst du gern bei einer Party?**
- Answer the question.

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

HIGHER Set 7

WALES AND THE WORLD

(15 marks)

Home and Locality



Please note the approximate timing for this task is 3 minutes.

(1) Start the discussion by asking the first question.

- **Was passiert in diesem Foto?**

(2) When the candidate has completed his / her response continue with the following questions.

- **Was sind die Nachteile, wenn man in einer Großstadt wohnt? Warum?**

(3) Unseen questions.

- **Es gibt nichts für junge Leute in dieser Gegend. Was denkst du? (Warum? / Erklär deine Meinungen)**
- **Wie wäre deine ideale Stadt? (Warum? / Erklär deine Meinungen)**

TEACHER EXAMINER'S COPY

CONVERSATION

HIGHER Set 7

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Career plans
or
- School / college life

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: IDENTITY AND CULTURE

- Food and drink
or
- Self and relationships

TEACHER EXAMINER'S COPY

ROLE PLAY

HIGHER Set 8

WALES AND THE WORLD

(15 marks)

Local areas of interest

Setting: You are talking to your German friend about your local area. Your teacher will play the role of the friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Warum wohnst du gern hier?**
- Say why you like your area.
- **Was gibt es für junge Leute?**
- Answer the question.
- **Was hast du letzte Woche gemacht ?**
- Say what you did in your area last weekend.
- **Wo möchtest du in der Zukunft wohnen?**
- Say where you would like to live in the future.
- **Aha.**
- Ask your friend where he/she is from in Germany.
- **Berlin.**

TEACHER EXAMINER'S COPY
PHOTO CARD DISCUSSION
HIGHER Set 8

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Current Study



Please note the approximate timing for this task is 3 minutes.

- (1) Start the discussion by asking the first question.
 - **Was passiert in diesem Foto?**
- (2) When the candidate has completed his / her response continue with the following questions.
 - **Welche negative Aspekte hat das Schulleben? Warum?**
- (3) Unseen questions.
 - **Qualifikationen sind sehr wichtig. Was denkst du? (Warum? / Erklär deine Meinungen)**
 - **Was wirst du nächstes Jahr machen? (Warum? / Erklär deine Meinungen)**

TEACHER EXAMINER'S COPY

CONVERSATION

HIGHER Set 8

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and / or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: IDENTITY AND CULTURE

- Entertainment and leisure
or
- Festivals and celebrations

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: WALES AND THE WORLD

- Local areas of interest
or
- Holidays and tourism

TEACHER EXAMINER'S COPY

ROLE PLAY

HIGHER Set 9

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Career plans

Setting: You are talking to your German friend about your future plans. Your teacher will play the part of your friend. The teacher will speak first.

Teacher examiner responses are in bold.

- **Welchen Beruf möchtest du in der Zukunft machen?**
- Say what job you would like to do in the future.
- **Warum?**
- Say why you want to do this job
- **Was für eine Person bist du?**
- Answer the question.
- **Aha.**
- Ask your friend what sort of work they like.
- **Ich arbeite gern mit Kindern. Was hast du gestern gelernt?**
- Say what you studied yesterday.

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

HIGHER Set 9

IDENTITY AND CULTURE

(15 marks)

Youth Culture



Please note the approximate timing for this task is 3 minutes.

- (1) Start the discussion by asking the first question.
 - **Was passiert in diesem Foto?**
- (2) When the candidate has completed his / her response continue with the following question.
 - **Ist Technologie wichtig in deinem Leben? Warum?**
- (3) Unseen questions.
 - **Social Media-Seiten haben viele Nachteile. Was denkst du? (Warum? / Erklär deine Meinungen)**
 - **Möchtest du weniger Zeit im Internet verbringen? (Warum? / Erklär deine Meinungen)**

TEACHER EXAMINER'S COPY

CONVERSATION

HIGHER Set 9

Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and / or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of Germany and German-speaking countries
or
- Social issues

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Skills and personal qualities
or
- School / college studies

SUGGESTED SUPPORT QUESTIONS FOR CONVERSATION TASK

During both parts of the conversation it is important that the candidate is given the opportunity to develop the conversation and produce extended sequences of speech. If the candidate starts to dry up the teacher/examiner can facilitate the conversation by asking the candidate:

- for more detail
- to give and/or justify their ideas and/or opinions
- to narrate events or give an account of something that has happened relating to the topic
- for their future plans relating to the topic

Some candidates will be able to discuss some bullet points in depth while others may have less knowledge and/or linguistic ability. Candidates' performance depends not only on their own skills and ability but also on the nature of the support questions asked by the teacher/examiner. The teacher is advised to familiarise themselves with the descriptors on the assessment grids for foundation and higher tier conversations and to ensure that their questioning gives candidates opportunities to achieve their potential in each section of the mark scheme.

The following questions are examples only and are not prescriptive or exhaustive. The teacher/examiner may use any other appropriate questions to give candidates opportunity to expand their responses.

Theme 1: Identity and culture

Ist Familie wichtig für dich?

Was für Kleidung trägst du gern?

Ist es wichtig, ein Handy zu haben? Warum? / Warum nicht?

Wofür hast du neulich Computer benutzt?

Könntest du ohne Technologie leben? Warum? / Warum nicht?

Was isst du und trinkst du normalerweise?

Hast du einen gesunden Lebensstil? Warum? / Warum nicht? Welche Aktivitäten machst du gern?

Was hast du letzte Woche gemacht, um fit zu bleiben?

Was wirst du nächste Woche machen, um gesünder zu sein?

Was isst du gern?

Was machst du normalerweise zum Geburtstag?

Feierst du deinen Geburtstag lieber mit der Familie oder mit Freunden? Warum?

Sprich über das letzte Mal, das du ins Restaurant gegangen bist.

Wie wäre dein Traumgeburtstag?

Theme 2: Wales and the World - areas of interest

- Was gibt es für junge Leute in deiner Gegend?
Wohnst du gern hier? Warum? / Warum nicht?
Wie fährst du normalerweise zur Schule?
Was hast du letzte Woche in der Stadt gemacht?
Was könnte man tun, um deine Gegend zu verbessern?
Wohin fährst du normalerweise in Urlaub?
Was machst du gern im Urlaub?
Was ist besser – Urlaub mit Freunden oder Urlaub mit der Familie?
Hast du Deutschland besucht?
Welche Touristenattraktionen gibt es in Deutschland?
Würdest du Deutschland als Touristenziel empfehlen? Warum? / Warum nicht?
Wohin wirst du nächstes Jahr fahren?
Welche Umweltprobleme gibt es in deiner Gegend?
Was recycelst du zu Hause?
Ist es wichtig, anderen Leuten zu helfen? Warum? / Warum nicht?
Was machen die Wohltätigkeitsvereine, um Leuten zu helfen?
Was sind die Sozialprobleme in der Welt?
Was hast du letzte Woche gemacht, um der Umwelt zu helfen?
Was wirst du nächste Woche machen, um Geld zu sammeln?

Theme 3: Current and future study and employment

- Beschreib deine Schule.
Bist du für oder gegen die Schuluniform?
Welche Fächer lernst du in der Schule?
Was hast du letzte Woche in der Schule gemacht?
Was möchtest du nächstes Jahr machen?
Was machst du, um Geld zu verdienen?
Was sind die Vor- und Nachteile von einem Berufspraktikum?
Welche persönlichen Qualitäten hast du?
Hast du ein Arbeitspraktikum gemacht?
Welche Fähigkeiten möchtest du in der Zukunft haben?
Was ist dein Traumberuf? Warum?
Ist es wichtig, eine Fremdsprache zu sprechen? Warum? / Warum nicht?
Sind Qualifikationen wichtig für einen Job?
Hast du schon ein Interview gehabt?
Was wirst du in der Zukunft machen?

UNIT 1: SPEAKING (60 marks)

MARK SCHEME

General Advice

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all.

Particular attention should be paid to the following instructions regarding marking.

- Examiners must be positive in their approach. Look for opportunities to reward rather than penalise.
- Make sure that you are familiar with the role plays, the photo card questions and the conversation themes and bullet points.
- Make sure you are familiar with the assessment grids for the photo cards and conversation at both tiers and the descriptors for each section of the grid (pages 152-155). See information below regarding advice on awarding marks using banded mark schemes.
- The specified length of the Speaking test for Foundation tier is 7-9 minutes and 10-12 minutes for Higher tier. You are not required to mark speaking evidence that exceeds these timings.

Centres are instructed to ensure that each candidate carries out the correctly allocated speaking set of tasks from a randomly generated list. Examiners will be provided with a copy of this list and are required to check that the correct set has been used. In cases where an incorrect set has been used, the examiner is requested to inform WJEC.

Banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has relevant descriptors. The descriptors for the band provide a description of the performance level for that band.

Stage 1 - Deciding on the band

Beginning at the lowest band, examiners should look at the descriptors for that band and see if they match the qualities shown in the candidate's work for that section. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors match the candidate's spoken evidence.

If a candidate's discussion/conversation 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 work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of their responses.

Stage 2 - Deciding on the mark

Once the band has been decided, examiners can then assign a mark within the band. WJEC will provide standardising material already awarded a mark and this should be used as reference material when assessing the work.

When marking, examiners can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the standardising material as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

The following pages contain notes for examiners; mark schemes for the role play for both Foundation and Higher tier; and assessment grids for the photo card discussion and the conversation. In addition, examiners should ensure they are familiar with the grammar requirements in Appendix B of the specification.

When using the assessment grids for the photo card discussion, the skills of Communication and interaction, and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another.

When using the assessment grids for Conversation, the skills of Communication and interaction, Pronunciation and intonation and Linguistic knowledge and accuracy are to be assessed holistically across both parts of the conversation. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another.

MARK SCHEME**Role Play (Foundation and Higher Tier)****(15 marks)**

Each candidate will be required to complete a role play giving five responses.
The role play will be assessed according to the following criteria:

Communication and interaction

Each response by the candidate will be given 3, 2, 1, or 0 marks on the following basis:

Foundation tier

3	Message is conveyed. Vocabulary and grammatical structures are mostly correct. Pronunciation and intonation are mostly accurate, may have occasional lapses.
2	Message is conveyed, though there may be some ambiguity, or message is partially conveyed without ambiguity. Vocabulary and grammatical structures contain frequent errors. Pronunciation and intonation are more accurate than inaccurate.
1	Message is partially conveyed, but is ambiguous. Limited knowledge of vocabulary and grammatical structures demonstrated. Lapses in pronunciation and intonation may impede communication.
0	Inappropriate or no response. None of the required information is communicated.

Higher tier

3	Message is conveyed fully without ambiguity. Vocabulary and grammatical structures are correct. Consistently accurate pronunciation and intonation.
2	Message is conveyed, though there may be some ambiguity, or message is partially conveyed without ambiguity. Vocabulary and grammatical structures are mostly correct. Pronunciation and intonation are mostly accurate, may have occasional lapses.
1	Message is partially conveyed, but is ambiguous. Vocabulary and grammatical structures contain frequent errors or limited knowledge of vocabulary and grammatical structures demonstrated. Lapses in pronunciation and intonation may impede communication.
0	Inappropriate or no response. None of the required information is communicated.

Guidance for examiners**Role Play Task - Unseen question**

The 'notes for examiners' on pages 137-154 contain possible responses to the role plays for Foundation Tier and exemplify 'complete responses' that would gain maximum marks assuming that the candidate's pronunciation and intonation are mostly accurate.

Candidates are instructed on the front of the question paper to '**attempt** to provide complete responses in the role play task', and full sentences are not required; however, in order to achieve maximum marks for a response, knowledge of vocabulary and grammatical structures must be demonstrated and be mostly correct and pronunciation must also be accurate and clear. Where limited knowledge of vocabulary and grammatical structures is demonstrated and pronunciation is unclear one mark will be awarded.

Exemplification for application of the mark scheme for unseen question on the role play task:

Foundation Tier**Wann hast du Geburtstag ?**

Response	Comments	Mark
Mein Geburtstag ist am fünfzehnten Juli	Clear pronunciation with complete information	3 marks
fünfzehn Juli	Pronunciation inaccurate	2 marks
Juli	Message partially conveyed no date is given.	1 mark
Geburtstag	Language solely from the prompt question inappropriate response.	0 marks

Higher Tier**Was isst du gern bei einer Party?**

Response	Comments	Mark
Ich esse gern Pizza	Message accurately conveyed with accurate grammatical structures and accurate pronunciation	3 marks
Ich gegessen Pizza	Message conveyed but some ambiguity as grammatical structures do not correspond to the question.	2 marks
Pizza	Pronunciation inaccurate and/ or limited vocabulary demonstrated.	1 mark
Party	Language solely from the prompt question inappropriate response.	0 marks

ROLE PLAY

FOUNDATION Set 1

Notes for Examiners – to be used in conjunction with mark scheme for role plays

IDENTITY AND CULTURE

(15 marks)

Technology and social media

Setting: You are skyping your German friend and you start talking about how you use technology.

The teacher will speak first. Teacher examiner responses are given in bold.

- **Was für Technologie hast du gern ?**
- Say what sort of technology you like.¹
- **Was ist deine Lieblingswebseite?**
- Say what your favourite website is.²
- **Wann benutzt du das Internet?**
- Answer the question.³
- **Was für Technologie hast du gestern benutzt?**
- Say what technology you used yesterday.⁴
- **Aha.**
- Ask your friend if he/she has a mobile phone.⁵
- **Ja.**

¹ Ich spiele gern Computerspiele: accept any suitable response

² Ich benutze YouTube am liebsten: accept preference in present + any site

³ Ich surfe im Internet jeden Tag: accept any day or time

⁴ Ich habe ein Blog gelesen: accept any suitable response in the past

⁵ Hast du ein Handy? Accept any suitable question

Look for and reward any valid alternative.

ROLE PLAY

FOUNDATION Set 2

Notes for Examiners – to be used in conjunction with mark scheme for role plays

WALES AND THE WORLD

(15 marks)

Travel and transport

Setting: Whilst on holiday in Germany, you go to the train station to buy a ticket.

The teacher will speak first. Teacher examiner questions are given in bold.

- **Guten Morgen. Wie kann ich helfen?**
- Say that you want to go to Berlin.¹
- **Wieviele Fahrkarten?**
- Say how many tickets you want.²
- **Was für eine Fahrkarte?**
- Answer the question³
- **Kein Problem.**
- Ask how much it costs.⁴
- **Vierzig Euro. Wie bist du gestern hier gefahren?**
- Say you travelled by bus.⁵

¹ Ich fahre nach Berlin. Accept any suitable response.

² Ich brauche zwei Fahrkarten. Accept any suitable quantity.

³ Ich möchte eine einfache Karte. Accept any suitable type of ticket.

⁴ Was kostet das? Accept any suitable question

⁵ Ich bin mit dem Bus gefahren. Accept any suitable response in the past.

Look for and reward any valid alternative

ROLE PLAY

FOUNDATION Set 3

Notes for Examiners – to be used in conjunction with mark scheme for role plays

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans

Setting: You have a German student staying with you and you talk about your future plans. Your teacher will play the role of the German student. The teacher will speak first.

The teacher examiner responses are given in bold.

- **Welchen Beruf möchtest du machen?**
- Say what job you want to do.¹
- **Warum?**
- Say why you want to do this job.²
- **Welche Fremdsprachen sprichst du?**
- Answer the question.³
- **Was hast du gestern in der Schule gemacht?**
- Say what you did at school yesterday.⁴
- **Aha.**
- Ask your friend if he / she has a job.⁵
- **Ja, in einem Supermarkt.**

1 Ich möchte als Mechaniker arbeiten. Accept any job.

2 Ich bin sehr praktisch. Accept any suitable reason.

3 Ich spreche Deutsch. Accept any suitable language.

4 Ich habe Mathe gelernt. Accept any suitable response in the past

5 Arbeitest du? Accept any suitable question

Look for and reward any valid alternative

ROLE PLAY

FOUNDATION Set 4

Notes for examiners – to be used in conjunction with mark scheme for role plays

IDENTITY AND CULTURE

(15 marks)

Health and Fitness

Setting: Your German friend has come to visit you and you are chatting about the sports you like and how you keep fit. Your teacher will play the part of your German friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Treibst du gern Sport?**
- Say what sport you like.¹
- **Mit wem machst du das?**
- Answer the question.²
- **Was isst du, um gesund zu sein?**
- Say what you eat to stay healthy.³
- **Was hast du gestern gemacht, um fit zu bleiben?**
- Say what you did yesterday to be healthy.⁴
- **Aha.**
- Ask your friend what sport he / she prefers.⁵
- **Tischtennis.**

¹ Ich spiele gern Tennis. Accept any suitable response.

² Ich spiele mit meinen Freunden. Accept any suitable response.

³ Ich esse Orangen. Accept any suitable response.

⁴ Ich habe Wasser getrunken. Accept any suitable response in the past.

⁵ Was für Sport spielst du lieber? Accept any suitable question.

Look for and reward any valid alternative.

ROLE PLAY

FOUNDATION Set 5

Notes for examiners – to be used in conjunction with mark scheme for role plays

WALES AND THE WORLD

(15 marks)

Holidays and tourism

Setting: Your German exchange friend has come to visit you and asks you about holidays you have enjoyed. Your teacher will play the part of your German friend. The teacher will speak first.

Teacher examiner responses are given in bold

- **Was für Urlaub machst du gern?**
- Say what types of holidays you prefer.¹
- **Mit wem?**
- Say who you go on holiday with.²
- **Wie fährst du normalerweise?**
- Answer the question.³
- **Wo warst du letztes Jahr?**
- Say where you went on holiday last year.⁴
- **Toll!**
- Ask your friend where he/she is going on holiday.⁵
- **Nach Portugal.**

¹ Ich fahre gern nach Italien. Accept any suitable answer.

² Ich gehe in Urlaub mit meiner Familie. Accept any suitable answer.

³ Ich fahre mit dem Bus. Accept any suitable response.

⁴ Ich bin nach Spanien gefahren. Accept any suitable answer in the past.

⁵ Wohin fährst du in Urlaub?. Accept any suitable question.

Look for and reward any valid alternative

ROLE PLAY

FOUNDATION Set 6

Notes for examiners – to be used in conjunction with mark scheme for role plays

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Skills and personal qualities

Setting: Your German friend has telephoned you and you talk about your skills. Your teacher will play the part of your German friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Was für eine Person bist du?**
- Say what sort of person you are.
- **Welche Fremdsprachen sprichst du?**
- Say what languages you speak.
- **Was ist dein Lieblingsfach?**
- Answer the question.
- **Was hast du gestern in der Schule gelernt?**
- Say what you studied yesterday at school.
- **Aha.**
- Ask your friend what he / she likes studying.
- **Mathe.**

- ¹ Ich bin intelligent. Accept any suitable description.
- ² Ich spreche Deutsch. Accept any suitable language.
- ³ Mein Lieblingsfach ist Mathe. Accept any suitable response.
- ⁴ Ich habe Geschichte gelernt. Accept any suitable response in the past.
- ⁵ Was lernst du gern?: Accept any suitable question.

Look for and reward any valid alternative.

ROLE PLAY

FOUNDATION Set 7

Notes for examiners – to be used in conjunction with mark scheme for role plays

IDENTITY AND CULTURE

(15 marks)

Festivals and celebrations

Setting: You are talking about a family party with your German friend. The teacher will speak first.

Teacher examiner responses are given in bold

- **Was machst du zum Geburtstag?**
- Say what you do for your birthday.¹
- **Mit wem?**
- Say who you celebrate with.²
- **Wann hast du Geburtstag ?**
- Answer the question.³
- **Wohin bist du letztes Jahr zum Geburtstag gegangen?**
- Say where you went for your last birthday.⁴
- **Aha.**
- Ask your friend if he/she likes parties.⁵
- **Natürlich.**

¹ Ich gehe ins Restaurant. Accept any suitable response.

² Ich habe eine Party mit Freunden. Accept any suitable response.

³ Mein Geburtstag ist am 15. Mai. Accept any suitable date.

⁴ Ich bin ins Kino gegangen. Accept any suitable response in the past.

⁵ Gehst du gern zur Partys?. Accept any suitable question.

Look for and reward any valid alternative

ROLE PLAY

FOUNDATION Set 8

Notes for examiners – to be used in conjunction with mark scheme for role plays

WALES AND THE WORLD

(15 marks)

Environment

Setting: As part of a school twinning project, you are taking part in a video conference with a school in Germany. You are talking to a German pupil about recycling. Your teacher will play the part of the German pupil.

Teacher examiner responses are in bold

- **Trennst du Müll?**
- Say which you items you recycle at home.¹
- **Wie oft?**
- Say how often you recycle.²
- **Was hast du gestern gemacht, um der Umwelt zu helfen?**
- Say what you did yesterday to help the environment.³
- **An welchen Tag ist das Recycling?**
- Answer the question.⁴
- **Aha.**
- Ask if he/she recycles at school.⁵
- **Natürlich!**

¹ Ich trenne Altpapier. Accept any suitable item(s)

² Ich mache das jeden Tag. Accept any suitable response

³ Ich bin zu Fuß gegangen. Any suitable response in the past

⁴ Das ist am Montag. Accept any suitable day

⁵ Machst du Recycling in der Schule?. Accept any suitable question.

Look for and reward any valid alternative.

ROLE PLAY

FOUNDATION Set 9

Notes for examiners – to be used in conjunction with mark scheme for role plays

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

School / college life

Setting: You are on a school exchange to Germany. You are talking to your German friend about school life. Your teacher will play the part of your German friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Welche Schule besuchst du?**
- Say which school you go to.¹
- **Wann beginnt die Schule?**
- Answer the question.²
- **Aha. Was hast du gestern in der Schule gemacht?**
- Say what you did at school yesterday.³
- **Was trägst du?**
- Say what you wear to school.⁴
- **Ich auch.**
- Ask which subject he / she prefers.⁵
- **Mathe.**

¹ Meine Schule heißt...: accept any suitable response

² Die Schule beginnt um 9 Uhr: accept any time

³ Ich habe in der Kantine gegessen: accept any suitable response in the past

⁴ Ich trage Jeans: accept any clothing

⁵ Was lernst du gern? Accept any suitable question.

Look for and reward any valid alternative.

ROLE PLAY

HIGHER Set 1

Notes for examiners – to be used in conjunction with mark scheme for role plays

IDENTITY AND CULTURE

Technology and social media

Setting: You are skyping your German friend and you start talking about technology. Your teacher will play the role of your German friend. The teacher will speak first.

Teacher examiner responses are in bold

- **Wie findest du Handys?**
- Say why it is important to have a mobile phone.¹
- **Was für Technologie hast du gestern benutzt?**
- Say what technology you used last night.²
- **Wie oft benutzt du dein Handy?**
- Answer the question.³
- **Aha.**
- Ask your friend what he/she thinks of social media.⁴
- **Toll. Was wirst du morgen machen?**
- Say you will buy a new mobile phone tomorrow.⁵

¹ Ich telefoniere Freunden. Accept any suitable reason.

² Ich habe Computerspiele gespielt. Accept any suitable response in the past tense.

³ Ich benutze mein Handy jeden Tag. Accept any suitable amount of time.

⁴ Wie findest du Social Media-Seiten? Accept any suitable question.

⁵ Ich werde ein Handy kaufen. Accept any suitable response in the future.

Look for and reward any valid alternative.

ROLE PLAY
HIGHER Set 2

Notes for examiners – to be used in conjunction with mark scheme for role plays

WALES AND THE WORLD

(15 marks)

Environment

Setting: As part of a school twinning project, you are taking part in a video conference with a school in Germany. You are talking to a German pupil about pollution in your town. Your teacher will play the part of the German pupil. The teacher will speak first.

Teacher examiner responses are in bold.

- **Welche Umweltprobleme gibt es in deiner Gegend?**
- Give one environmental problem in your area.¹
- **Was wirst du machen, um der Umwelt zu helfen?**
- Say what you will do to help this.²
- **Was hast du gestern gemacht, um der Umwelt zu helfen?**
- Say what you did yesterday to help the environment.³
- **Wie oft recycelst du?**
- Answer the question.⁴
- **Aha.**
- Ask how he / she travels to school.⁵
- **Mit dem Bus.**

¹ Es gibt viele Staus. Accept any suitable problem.

² Ich werde mit dem Bus fahren. Accept any acceptable response in the future.

³ Ich bin zu Fuß gegangen. Any suitable response in the past.

⁴ Ich trenne den Müll jeden Tag. Accept any suitable response.

⁵ Wie kommst du zur Schule? Accept any suitable question.

Look for and reward any valid alternative.

ROLE PLAY

HIGHER Set 3

Notes for examiners – to be used in conjunction with mark scheme for role plays

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

School/college life

Setting: You are on a school exchange with a school in Germany. You are talking about your school with your German friend. Your teacher will play the part of your German friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Welche Vorteile hat Schuluniform?**
- Say what the advantages of school uniform are.¹
- **Was würdest du lieber in die Schule tragen?**
- Say what you would prefer to wear to school.²
- **Was machst du in der Pause?**
- Answer the question.³
- **Ich auch.**
- Ask your friend what he/she thinks of school.⁴
- **Gut. Hast du gestern Hausaufgaben gemacht?**
- Say what homework you did yesterday.⁵

¹ Es ist sehr billig. Accept any suitable opinion.

² Ich würde lieber Jeans tragen. Accept any suitable clothing in the conditional.

³ Ich trinke Cola. Accept any suitable activity.

⁴ Wie findest du die Schule? Accept any suitable question.

⁵ Ich habe zwei Stunden Hausaufgaben gemacht. Accept any suitable response in the past.

Look for and reward any valid alternative

ROLE PLAY

HIGHER Set 4

Notes for examiners – to be used in conjunction with mark scheme for role plays

IDENTITY AND CULTURE

(15 marks)

Entertainment and leisure

Setting: You are on holiday in Germany and have bought some clothes from a shop. One of your items doesn't fit and you go back to the shop to return it. Your teacher will play the role of the shop assistant. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Wie kann ich Ihnen helfen?**
- Say what items of clothing you bought in the shop.¹
- **Was ist das Problem?**
- Say what the problem is with one of the items.²
- **Was möchten Sie machen ?**
- Say that you would like another.³
- **Welche Größe möchten Sie?**
- Answer the question.⁴
- **Okay.**
- Ask if the item is available in another colour.⁵
- **Leider nicht.**

¹ Ich habe ein T-Shirt gekauft. Accept any suitable response in the past

² Es ist zu klein. Accept any suitable problem.

³ Ich hätte gern ein neues T-Shirt. Accept any suitable response in the conditional.

⁴ Ich brauche eine Größe 10. Accept any size.

⁵ Haben Sie verschiedenen Farben? Accept any suitable question.

Look for and reward any valid alternative

ROLE PLAY
HIGHER Set 5

Notes for examiners – to be used in conjunction with mark scheme for role plays

WALES AND THE WORLD

(15 marks)

Holidays and tourism

Setting: Your German exchange student has come to visit you. You are talking to him/her about holidays. Your teacher will play the role of the exchange student. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Wo warst du letztes Jahr auf Urlaub?**
- Say where you went on holiday last year.¹
- **Aha. Was möchtest du nächstes Jahr machen?**
- Say what you would like to do next year.²
- **Mit wem fährst du gern in Urlaub?**
- Answer the question.³
- **Aha.**
- Ask your friend if he/she likes camping.⁴
- **Ja. Und du?**
- Say what sort of holiday accommodation you prefer.⁵

¹ Ich bin nach Spanien gefahren. Accept any response in the past.

² Ich werde nach Italien fahren. Accept any suitable response in the future.

³ Urlaub mit Freunden ist besser. Accept any suitable response.

⁴ Gehst du gern zelten? Accept any suitable question.

⁵ Ich wohne lieber in einem Hotel. Accept any suitable response.

Look for and reward any valid alternative

ROLE PLAY
HIGHER Set 6

Notes for examiners – to be used in conjunction with mark scheme for role plays

CURRENT AND FUTURE STUDY AND EMPLOYMENT (15 marks)

School / college studies

Setting: Your German friend has telephoned you and you talk about your study plans. Your teacher will play the part of your German friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Was wirst du nächstes Jahr studieren?**
- Say what you will study next year.¹
- **Warum?**
- Say why.²
- **Stimmt. Was hast du gestern nach der Schule gemacht?**
- Say what you did yesterday after school.³
- **Was für eine Person bist du?**
- Answer the question.⁴
- **Aha.**
- Ask your friend what languages he/she speaks.⁵
- **Spanisch und Englisch.**

¹ Ich werde Mathe studieren. Accept any suitable response in the future.

² Ich bekomme gute Noten. Accept any suitable reason.

³ Ich habe Hausaufgaben gemacht. Accept any suitable response in the past.

⁴ Ich bin freundlich. Accept any suitable response.

⁵ Welche Fremdsprachen sprichst du? Accept any suitable question.

Look for and reward any valid alternative

ROLE PLAY
HIGHER Set 7

Notes for examiners – to be used in conjunction with mark scheme for role plays

IDENTITY AND CULTURE

(15 marks)

Festivals and celebrations

Setting: You are talking to your German friend about parties. Your teacher will play the part of your German friend. The teacher will speak first.

Teacher responses are given in bold.

- **Was wirst du nächsten Samstag machen ?**
- Say you will go to a party at the weekend.¹
- **Aha. Gehst du gern zur Partys?**
- Say why you like parties.²
- **Was hast du zum letzten Geburtstag bekommen?**
- Say what present you had for your last birthday.³
- **Aha.**
- Ask your friend what they wear to parties.⁴
- **Jeans. Was isst du gern bei einer Party ?**
- Answer the question.⁵

¹ Ich werde zur Party gehen. Accept any suitable response in the future.

² Ich tanze gern. Accept any suitable reason.

³ Ich habe Bücher bekommen. Accept any suitable response in the past.

⁴ Was trägst du zur Partys. Accept any suitable question.

⁵ Ich esse gern Pizza. Accept any suitable food.

Look for and reward any valid alternative

ROLE PLAY

HIGHER Set 8

Notes for examiners – to be used in conjunction with mark scheme for role plays

WALES AND THE WORLD

(15 marks)

Local areas of interest

Setting: You are talking to your German friend about your local area. Your teacher will play the role of the friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Warum wohnst du gern hier?**
- Say why you like your area.¹
- **Was gibt es für junge Leute?**
- Answer the question.²
- **Was hast du letzte Woche gemacht ?**
- Say what you did in your area last weekend.³
- **Wo möchtest du in der Zukunft wohnen?**
- Say where you would like to live in the future.⁴
- **Aha.**
- Ask your friend where he/she is from in Germany.⁵
- **Berlin.**

¹ Es gibt viel zu tun. Accept any suitable reason.

² Es gibt ein Kino und ein Sportzentrum. Accept any suitable response.

³ Ich bin ins Einkaufszentrum gegangen. Accept any possible activity in the past.

⁴ Ich möchte an der Küste wohnen. Accept any suitable response in the conditional.

⁵ Aus welcher Gegend in Deutschland kommst du? Accept any suitable question.

Look for and reward any valid alternative

ROLE PLAY

HIGHER Set 9

Notes for examiners – to be used in conjunction with mark scheme for role plays

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Career plans

Setting: You are talking to your German friend about your future plans. Your teacher will play the part of your friend. The teacher will speak first.

Teacher examiner responses are in bold.

- **Welchen Beruf möchtest du in der Zukunft machen?**
- Say what job you would like to do in the future.¹
- **Warum?**
- Say why you want to do this job.²
- **Was für eine Person bist du?**
- Answer the question.³
- **Aha.**
- Ask your friend what sort of work they like.⁴
- **Ich arbeite gern mit Kindern. Was hast du gestern gelernt?**
- Say what you studied yesterday.⁵

¹ Ich möchte in einer Schule arbeiten. Accept any suitable response in the conditional.

² Ich arbeite gern mit Kindern. Accept any suitable reason.

³ Ich bin verantwortlich. Accept any suitable response.

⁴ Was für Arbeit machst du gern ? Accept any suitable question.

⁵ Ich habe Englisch gelernt. Accept any suitable response in the past.

Look for and reward any valid alternative

Photo Card Discussion

Guidance for examiners

Teacher-examiners should aim to spend equal time on all four questions. However, some candidates will give uneven responses and some candidates may cover the unseen questions before these are asked. Teachers are allowed to prompt candidates to extend their answers where appropriate. Acceptable prompts in the assessed language include:

- asking why/ why not
- asking their opinion
- asking what they think
- asking them to say more
- asking them to develop their answer, give more details or explain their response

Students who do not understand the unseen questions asked by the teacher-examiner may use repair strategies to seek clarification and should not be penalised. Candidates who then proceed to respond to the question should be awarded marks based on their response given to the question.

If a candidate does not respond to all the questions in this task this should be reflected in the marks awarded (see marking grids).

Assessment Grid for Unit 1: Speaking Photo Card Discussion FOUNDATION TIER

(15 marks)

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	<ul style="list-style-type: none"> Conveys relevant information with occasional extended responses to the photo and all questions. Frequently gives points of view and opinions with justification. 	5	<ul style="list-style-type: none"> Generally good language with a mainly simple range of vocabulary and grammatical structures. Some attempts made at more complex structures. Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.
4	7-8	<ul style="list-style-type: none"> Conveys relevant information in response to the photo and all or nearly all questions. Able to express points of view and opinions with some attempts at justification. 	4	<ul style="list-style-type: none"> Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
3	5-6	<ul style="list-style-type: none"> Gives simple responses to the photo and most questions. Conveys some opinions with simple justification. 	3	<ul style="list-style-type: none"> Basic language using simple vocabulary and grammatical structures. Some accuracy demonstrated when using simple structures. There may be errors which sometimes prevent communication. Little success in references to past or future events.
2	3-4	<ul style="list-style-type: none"> Gives short simple responses to the photo and some of the questions. Occasional attempts to convey simple opinions. 	2	<ul style="list-style-type: none"> Limited language with a very simple range of vocabulary and grammatical structures. Frequent errors likely. Very little or no success in making references to past or future events.
1	1-2	<ul style="list-style-type: none"> Some attempts to respond to the photo and questions with very short responses. Few or no opinions given. 	1	<ul style="list-style-type: none"> Very poor language with a very limited range of vocabulary and grammatical structures. Occasional accuracy demonstrated.
0	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted. 	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted.

When awarding marks, Communication and interaction and Linguistic knowledge and accuracy will be assessed separately.

NB * Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.

Assessment Grid for Unit 1: Speaking photo Card Discussion HIGHER TIER

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	<ul style="list-style-type: none"> Conveys detailed information and extended responses to the photo and all questions. Consistently able to express and justify thoughts, points of view and exchange opinions in detail. 	5	<ul style="list-style-type: none"> Excellent language with a wide variety of vocabulary and grammatical structures, including complex structures. High level of accuracy with few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.
4	7-8	<ul style="list-style-type: none"> Conveys relevant information with some extended responses to the photo and all or nearly all questions. Able to express thoughts, points of view and exchange opinions with justification 	4	<ul style="list-style-type: none"> Very good language with some variety of vocabulary and grammatical structures. Very good level of accuracy with some minor errors. Other errors occur when attempting more complex structures or vocabulary. References to past, present and future events are mostly successful.
3	5-6	<ul style="list-style-type: none"> Conveys mainly relevant information with occasional extended responses in response to the photo and most questions. Able to express points of view and opinions with some attempts at justification 	3	<ul style="list-style-type: none"> Good language with some variety of vocabulary and grammatical structures, including some complex structures. A good level of accuracy. There may be minor errors and occasionally more serious ones. Attempts made at more complex structures are sometimes successful. References to past, present and future events are made and are sometimes successful
2	3-4	<ul style="list-style-type: none"> Conveys some information in response to the photo and questions. Able to express some opinions with some attempts at simple justification. 	2	<ul style="list-style-type: none"> Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures. Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.
1	1-2	<ul style="list-style-type: none"> Some attempts to respond to the photo and some questions with simple responses. Able to express some basic opinions. 	1	<ul style="list-style-type: none"> Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
0	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted. 	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted.

When awarding marks, Communication and interaction and Linguistic knowledge and accuracy will be assessed separately.

NB * Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.

Conversation Task

Guidance for examiners

Teacher-examiners must remember that the candidate needs to cover both bullet points equally to access the full range of marks for the conversation. Candidates will not be penalised if they include content which could be linked to another bullet point as long as it is relevant and the requirements of the task are still met.

When awarding marks for the Conversation, Communication and interaction, Pronunciation and intonation and Linguistic knowledge and accuracy will be assessed separately. However if a candidate is awarded 0 for communication they will not be able to gain any marks for the other categories.

If a candidate is unable to start either part 1 or part 2 of the conversation as indicated on the candidate and teacher instructions then the teacher/examiner may prompt the candidate with a question taken from the **Suggested support questions for conversation task** p131 or another appropriate question. This will be reflected in the awarding of marks for communication and interaction. In part 2 the teacher/examiner will start by asking the candidate a question based on the bullet point selected by the candidate. The question may be taken from the support questions p131.

Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.

Assessment Grid for Unit 1: Speaking Conversation FOUNDATION TIER

(30 marks in total)

Band	Marks	Communication and interaction *	Marks	Pronunciation and intonation	Marks	Linguistic knowledge and accuracy
5	13-15	<ul style="list-style-type: none"> Can initiate the conversation but needs support to extend responses. Conveys mainly relevant and clear information. Occasional extended responses to questions. Occasionally narrates events briefly when asked to do so. Able to express thoughts, points of view and exchange opinions with some justification. Generally good interaction with some spontaneity. Sometimes hesitates and may not be able to respond to some questions. 	5	<ul style="list-style-type: none"> Generally good pronunciation and intonation but with some inconsistency. 	9-10	<ul style="list-style-type: none"> Generally good language with a mainly simple range of vocabulary and grammatical structures. Some attempts made at more complex structures. Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.
4	10-12	<ul style="list-style-type: none"> Attempts to initiate the conversation. Needs support to both structure and extend the conversation Conveys some relevant information in response to questions. Responses may be occasionally unclear. Occasionally attempts longer responses to questions. Has limited success in narrating events. Able to express thoughts, some points of view and exchange some opinions with simple justification. Reasonable interaction with a little spontaneity. The conversation often has hesitations, and delivery can be quite slow at times 	4	<ul style="list-style-type: none"> Pronunciation and intonation is more accurate than inaccurate. 	7-8	<ul style="list-style-type: none"> Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
3	7-9	<ul style="list-style-type: none"> May need support to initiate and structure the discussion and gives short responses to most questions. Some responses may be difficult to understand or may be unclear. Attempts made at longer responses or at narrating events but with very limited success. Conveys simple thoughts and exchanges simple opinions with very simple justification. Basic interaction with little or no spontaneity. The conversation has hesitations, which can be long, and delivery is quite slow. 	3	<ul style="list-style-type: none"> Pronunciation is mostly understandable with some correct intonation. 	5-6	<ul style="list-style-type: none"> Basic language using simple vocabulary and grammatical structures. Some accuracy demonstrated when using simple structures. There may be errors which sometimes prevent communication. Little success in references to past or future events.
2	4-6	<ul style="list-style-type: none"> Gives very short responses. Many responses are unclear. Some attempts made at slightly longer responses or at narrating events but without success. Conveys simple thoughts and opinions Limited interaction with no spontaneity. The conversation has frequent hesitations which are often long. Delivery is slow. 	2	<ul style="list-style-type: none"> Attempts to pronounce words accurately. 	3-4	<ul style="list-style-type: none"> Limited language with a very simple range of vocabulary and grammatical structures. Frequent errors likely. Very little or no success in making references to past or future events.
1	1-3	<ul style="list-style-type: none"> Very little information conveyed. Most responses are very unclear. Unable to attempt slightly longer responses or narrate events. Unable to give an opinion. Poor interaction. Long hesitations before answering most questions. Very disjointed conversation. 	1	<ul style="list-style-type: none"> Pronunciation is occasionally understandable. 	1-2	<ul style="list-style-type: none"> Very poor language with a very limited range of vocabulary and grammatical structures. Occasional accuracy demonstrated.
0	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted. 	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted. 	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted.

Assessment Grid for Unit 1: Speaking Conversation HIGHER TIER

(30 marks in total)

Band	Marks	Communication and interaction *	Marks	Pronunciation and intonation	Marks	Linguistic knowledge and accuracy
5	13-15	<ul style="list-style-type: none"> Confidently initiates and leads the conversation. Conveys detailed and relevant information in response to the questions clearly at all times. Conveys detailed and relevant information in response to the questions. Consistently develops responses to questions in extended sequences of speech. Narrates events coherently when asked to do so. Consistently able to express and justify thoughts, points of view and exchange opinions in detail. Excellent interaction with natural reactions and some fluency. 	5	<ul style="list-style-type: none"> Very good pronunciation and intonation. Consistently accurate with only minor inaccuracies. 	9-10	<ul style="list-style-type: none"> Excellent language with a wide variety of vocabulary and grammatical structures, including complex structures. High level of accuracy with only a few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.
4	10-12	<ul style="list-style-type: none"> Can initiate and lead most of the conversation. Conveys detailed and mainly relevant information in response to questions. Almost always conveys information clearly. Regularly develops responses to questions in extended sequences of speech. Usually narrates events when asked to do so. Able to express and justify thoughts, points of view and exchange opinions in some detail. Very good interaction with usually natural reactions to questions. Usually prompt responses 	4	<ul style="list-style-type: none"> Very good pronunciation and intonation with occasional inaccuracies. 	7-8	<ul style="list-style-type: none"> Very good language with some variety of vocabulary and grammatical structures. Very good level of accuracy with some minor errors. Other errors occur when attempting more complex structures or vocabulary. References to past, present and future events are mostly successful.
3	7-9	<ul style="list-style-type: none"> Can initiate the conversation may need occasional prompting. Conveys mainly relevant information with some detail in response to questions. Usually conveys information clearly. Conveys mainly relevant information with some detail in response to the questions. Develops some responses to questions in extended sequences of speech. Sometimes narrates events when asked to do so. Able to justify thoughts, points of view and exchange opinions. Good interaction with some natural reactions to questions. There may be some hesitations but the conversation has a reasonable pace. 	3	<ul style="list-style-type: none"> Generally good pronunciation and intonation. 	5-6	<ul style="list-style-type: none"> Good language with some variety of vocabulary and grammatical structures, including some complex structures. A good level of accuracy. There may be minor errors and occasionally more serious ones. Attempts made at more complex structures are sometimes successful. References to past, present and future events are sometimes successful.
2	4-6	<ul style="list-style-type: none"> Can initiate the conversation but needs support to extend responses. Conveys mainly relevant and mainly clear information. Occasional extended responses to questions. Occasionally narrates events briefly when asked to do so. Able to express thoughts, points of view and exchange opinions with some justification. Generally good interaction with some spontaneity. Sometimes hesitates and may not be able to respond to some questions 	2	<ul style="list-style-type: none"> Generally good pronunciation and intonation but with some inconsistency. 	3-4	<ul style="list-style-type: none"> Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures. Generally good level of accuracy when using simple structures. Some success in references to past, present and future events.
1	1-3	<ul style="list-style-type: none"> Attempts to initiate the conversation. Needs support to both structure and extend the conversation Conveys some relevant information in response to questions. Responses may be occasionally unclear. Occasionally attempts longer responses to questions. Has limited success in narrating events. Able to express thoughts, some points of view and exchange some opinions with simple justification. Reasonable interaction with a little spontaneity. The conversation often has hesitations, and delivery can be quite slow at times. 	1	<ul style="list-style-type: none"> Pronunciation and intonation is more accurate than inaccurate. 	1-2	<ul style="list-style-type: none"> Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
0	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted. 	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted. 	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted.

Candidate Name	Centre Number				Candidate Number			
					0			



GCSE

GERMAN

UNIT 2

Listening

SAMPLE ASSESSMENT MATERIALS

FOUNDATION TIER 35 minutes including 5 minutes reading time

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** the questions. Where numbers are required, figures may be used. You will hear a recording which contains a number of items in German and you will answer questions on each of these in English or German as instructed.

Write your answers in the spaces provided in this question paper.

You will have five minutes to read the question paper before the recording begins.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

Before you hear the recording, you will be allowed **five minutes** to read the questions. You may make notes on the question paper during this time. The recording will be played and you will hear question 1 as it appears in your answer book, introduced by the question number or part-question number. The German item will then follow. At the end of this there will be a pause and the item will be repeated. All other questions will be heard in the same way. **You may make notes or write your answers at any time.**

The paper carries 45 marks. The number of marks for each question or part-question is given in brackets. You are advised to divide your time accordingly.

Question 1

(5 marks)

Listen to the advert and decide which is the correct answer. **Tick (✓) the correct box.**

Section 1

- (a) What is advertised about the internet connection? (1)

it is fast	
it is cheap	
it is unlimited	

- (b) Who would this phone be suitable for? (1)

someone who texts a lot	
someone interested in photography	
someone who uses the internet	

Section 2

- (c) What do you learn about the costs? (1)

they are from 10 Euros per week	
they are from 10 Euros per month	
they are less than 10 Euros	

- (d) What are you told about delivery? (1)

it is insured	
it takes 3 days	
it is free	

Section 3

- (e) What is advertised about the tariffs for students? (1)

they are cheaper	
they are flexible	
they are unlimited	

Question 2**(5 marks)**Listen to Nina talking about her future plans. **Tick (✓) the correct box.****Section 1**

- (a) What does she think of the job? (1)

it is badly paid	
it is boring	
the day is too long	

Section 2

- (b) Where would she like to work in the future? (1)

in town	
abroad	
in the countryside	

- (c) What would she like to do? (1)

improve her grades	
learn a new language	
improve her languages	

Section 3

- (d) What will she have to do first? (1)

pass her exams	
give up Spanish	
save up some money	

- (e) What is her ambition? (1)

to enjoy her job	
to earn a lot of money	
to buy a big house	

Question 3

(4 marks)

Oskar und Lisa diskutieren, wie sie in die Schule kommen. **Hake (✓) das richtige Kästchen ab.**

Section 1

(a) Wie fährt Lisa im Sommer zur Schule? (1)

(b) Wie fährt Lisa im Winter zur Schule? (1)

Section 2

- (c) Wie findet Oskar das Radfahren? (1)

gut für die Umwelt	
sehr billig	
gut für die Gesundheit	

- (d) Oskar fährt zur Schule mit ...? (1)

seinen Freunden	
seinen Eltern	
Lisas Mutter	

Question 4

(5 marks)

Hasan und Silke machen Pläne. **Schreib den richtigen Buchstaben in die Tabelle.**

	Hasan	Silke	
Wann möchten sie nach München fahren?			(2)
Was möchten sie in München besuchen?			(2)
Was für Essen möchten sie probieren?			(1)

A	typisch amerikanisches Essen
B	der Markt
C	Schokoladeneis
D	im Sommer
E	der Zoo
F	am 15. Juli
G	typisch deutsches Essen
H	im Winter

Question 5

(5 marks)

Listen to the news report. **Answer the questions in English.**

Section 1

(a) Write **two** things which attract people. (2)

-
-

(b) What do the different types of accommodation have in common? (1)

.....

Section 2

(c) Why is the future looking good for tourism in Wales? Write **one** detail. (1)

.....

(d) What does the Tourism Minister hope will happen? (1)

.....

Question 6

(6 marks)

Listen to the information. **Answer the questions in English.**

Section 1

(a) What is being advertised? (1)

.....

(b) What does it claim to be? (1)

.....

(c) How much cheaper are tickets for under-16s? (1)

.....

Section 2

(d) Name **one** country acts come from? (1)

.....

(e) Why do you need to be quick? (1)

.....

(f) What are you **not** allowed to bring? (1)

.....

Question 7**(5 marks)**Peter and Eva are discussing what they do in their free-time. **Choose the correct answer.****Tick (✓) the correct box.****Section 1**

- (a) What does Peter say about Eva? (1)

she should ask his mum	
she likes computer games	
she sounds like his mum	

- (b) Which of these activities is available? (1)

climbing	
martial arts	
archery	

- (c) How does Peter try to get out of going? (1)

he hasn't got enough time	
he's too tired	
he hasn't got enough money	

Section 2

- (d) What does Peter want to do first? (1)

get changed	
finish the game he's playing	
ask his mum to drive them there	

- (e) How is Eva feeling? (1)

pleased	
annoyed	
patient	

Question 8

(5 marks)

Listen to this radio interview about the environment. **Answer the questions in English.**

Section 1

(a) Write **two** things the guest speaker does to protect the environment. (2)

-
-

Section 2

(b) What, in the guest speaker's opinion, is **one** advantage of solar energy. (1)

.....

(c) What, in the guest speaker's opinion, is **one** disadvantage of solar energy. (1)

.....

Section 3

(d) Write **one** thing she would introduce to help the environment. (1)

.....

Question 9

(5 marks)

Listen to Florian talking about his studies. **Complete the table in English with the name of the subject he mentions and his opinion of the subject.**

	Subject	Opinion
Now		(1)
Previously	(1)	(1)
Future	(1)	(1)

Candidate Name	Centre Number				Candidate Number			
					0			



GCSE

GERMAN

UNIT 2

Listening

SAMPLE ASSESSMENT MATERIALS

**HIGHER TIER 45 minutes including 5 minutes
reading time**

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** the questions. Where numbers are required, figures may be used. You will hear a recording which contains a number of items in German and you will answer questions on each of these in English or German as instructed.

Write your answers in the spaces provided in this question paper.

You will have five minutes to read the question paper before the recording begins.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

Before you hear the recording, you will be allowed **five minutes** to read the questions. You may make notes on the question paper during this time. The recording will be played and you will hear question 1 as it appears in your answer book, introduced by the question number or part-question number. The German item will then follow. At the end of this there will be a pause and the item will be repeated. All other questions will be heard in the same way. **You may make notes or write your answers at any time.**

The paper carries 45 marks. The number of marks for each question or part-question is given in brackets. You are advised to divide your time accordingly.

Question 1**(5 marks)**Peter and Eva are discussing what they do in their free-time. **Choose the correct answer.****Tick (✓) the correct box.****Section 1**

- (a) What does Peter say about Eva? (1)

she should ask his mum	
she likes computer games	
she sounds like his mum	

- (b) Which of these activities is available? (1)

climbing	
martial arts	
archery	

- (c) How does Peter try to get out of going? (1)

he hasn't got enough time	
he's too tired	
he hasn't got enough money	

Section 2

- (d) What does Peter want to do first? (1)

get changed	
finish the game he's playing	
ask his mum to drive them there	

- (e) How is Eva feeling? (1)

pleased	
annoyed	
patient	

Question 2

(5 marks)

Listen to this radio interview about the environment. **Answer the questions in English.**

Section 1

(a) Write **two** things the guest speaker does to protect the environment. (2)

-
-

Section 2

(b) What, in the guest speaker’s opinion, is **one** advantage of solar energy. (1)

.....

(c) What, in the guest speaker’s opinion, is **one** disadvantage of solar energy. (1)

.....

Section 3

(d) Write **one** thing she would introduce to help the environment. (1)

.....

Question 3

(5 marks)

Listen to Florian talking about his studies. **Complete the table in English with the name of the subject he mentions and his opinion of the subject.**

	Subject	Opinion
Now		(1)
Previously	(1)	(1)
Future	(1)	(1)

Question 4

(4 marks)

Listen to this news report and **answer the questions in English**.

Section 1

- (a) Which issues didn't stop the festival being a success? Write **one** detail. (1)

.....

- (b) What were the original aims of the festival? Write **one** detail. (1)

.....

Section 2

- (c) How would most people describe the festival? (1)

.....

- (d) What were arrests most commonly made for? Write **one** detail. (1)

.....

Question 5**(4 marks)**Hör die Werbung zu. **Hake (✓) das richtige Kästchen ab.****Section 1**

- (a) Wofür ist das eine Werbung? (1)

Hilfe bei der Arbeitssuche	<input type="checkbox"/>
Hilfe mit Computern	<input type="checkbox"/>
einen Teilzeitjob	<input type="checkbox"/>

- (b) Warum ist es schwer, einen Job zu finden? (1)

viele Leute haben nicht genug Qualifikationen	<input type="checkbox"/>
viele Leute suchen Arbeit	<input type="checkbox"/>
man braucht Berufserfahrung	<input type="checkbox"/>

Section 2

- (c) Ihre E-Mail Adresse muss
- nicht**
- ... (1)

seriös sein	<input type="checkbox"/>
zu lang sein	<input type="checkbox"/>
komisch sein	<input type="checkbox"/>

- (d) Es gibt auch die Möglichkeit, (1)

Briefe zu schreiben	<input type="checkbox"/>
ein Interview zu üben	<input type="checkbox"/>
Fragen zu stellen	<input type="checkbox"/>

Question 6

(5 marks)

Listen to the advert and **tick (✓) the correct box.**

Section 1

- (a) What time of year is the advert targeting? (1)

January	
Christmas	
summer holidays	

- (b) Who is being targeted in the advert? (1)

young people	
people wanting a healthier lifestyle	
people interested in food	

Section 2

- (c) How much does it cost to park? (1)

seven Euros	
seventeen Euros	
nothing	

Section 3

- (d) What are you encouraged to do? (1)

arrange a free session	
order their book	
see the website	

- (e) What is planned for next month? (1)

a café	
new sports facilities	
new changing rooms	

Question 7

(5 marks)

Listen to the conversation. **Answer the questions in English.**

Section 1

(a) Why did Stefan's parents choose the holiday? Write **two** details. (2)

-
-

(b) What is different about surfing in Snowdonia? (1)

.....

Section 2

(c) What is Stefan's opinion of Welsh food? (1)

.....

(d) Why was his mum surprised? (1)

.....

Question 8

(6 marks)

These three young people are discussing their work experience. Listen to the interview and **complete the table in English.**

	Positive aspect	Reason they <u>would</u> or <u>wouldn't</u> choose this as a career
Section 1 Fenna	(1)	(1)
Section 2 Christopher	(1)	(1)
Section 3 Gregor	(1)	(1)

Question 9

(6 marks)

Listen to the news report and **answer the questions in English.**

Section 1

(a) How often do 80% of young people use social media? (1)

.....

(b) According to the report, write **one** advantage of social media. (1)

.....

(c) What are experts concerned about? (1)

.....

Section 2

(d) Write **two** problems this can lead to. (2)

-
-

(e) What advice is given? (1)

.....

UNIT 2: LISTENING (45 marks)

MARK SCHEME

General Advice

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all.

A detailed mark scheme is provided but further answers will be discussed at the examiners' conference in the light of candidates' scripts.

Figures and numbers are acceptable and this is stated in the notes to candidates.

Additional incorrect information given by the candidate must be disregarded as long as the correct answer has been given unless the incorrect information obviously contradicts or modifies what has been written.

When extra boxes are ticked or additional answers given, the correct answers are credited and the incorrect ones subtracted. If candidates hedge their bets (give two contradictory answers), the marks awarded are $+1 -1 = 0$.

Where information given for example in brackets or with an oblique (unless considered an alternative answer) makes the answer more ambiguous a mark is deducted.

On some occasions there may be only a partial, incomplete or ambiguous answer and we need to look at these on an individual basis.

Answers in English which have English spelling which is incorrect but understandable and which does not interfere with the message communicated will be generally accepted. Answers in German which have German spelling which is incorrect but understandable will be generally accepted.

The marks awarded for each question should be shown in the margin by the question. These should be totalled and the total shown at the bottom of the margin on the final page.

Marking reminders

- Ensure marks awarded tally with the number of marks allocated
- Check the number of details required in the response
- Check mathematical additions when totalling marks

The following pages contain the transcripts of the extracts used for Unit 2 and mark schemes for both Foundation and Higher tier.

UNIT 2

LISTENING FOUNDATION TIER (45 marks)

MARK SCHEME

Question 1

(5 marks)

Section 1

(a and b) Der Internetanschluss ist sehr schnell und dieses Smartphone hat die beste Kamera für Fotos.

Section 2

(c and d) Die modernsten Smartphones kosten ab zehn Euro pro Monat. Die Lieferung mit DHL ist kostenlos und schnell - normalerweise in zwei Tagen.

Section 3

(e) Wir haben billigere Tarife für Studenten. Das neueste iPhone hat mehr als 3000 Apps für Kinder – aber nur 24 Stunden in einem Tag!

(60 words)

(Adapted from <http://www.sparhandy.de/handys/>)

- (a) What is advertised about the internet connection? (1)

it is fast	✓
it is cheap	
it is unlimited	

- (b) Who would this phone be suitable for? (1)

someone who texts a lot	
someone interested in photography	✓
someone who uses the internet	

- (c) What do you learn about the costs? (1)

they are from 10 Euros per week	
they are from 10 Euros per month	✓
they are less than 10 Euros	

- (d) What are you told about delivery? (1)

it is insured	
it takes 3 days	
it is free	✓

- (e) What is advertised about the tariffs for students? (1)

they are cheaper	✓
they are flexible	
they are unlimited	

Question 2

(5 marks)

Section 1

(a) Ich habe einen Teilzeitjob in einem Kleidungsgeschäft. Das ist gut bezahlt, aber die Arbeit ist langweilig.

Section 2

(b and c) In der Zukunft möchte ich im Ausland, vielleicht Spanien, arbeiten, um meine Fremdsprachen zu verbessern.

Section 3

(d and e) Ich muss erst gute Qualifikationen, besonders in Mathe und Spanisch, bekommen. Ich würde gern so viel Geld wie möglich verdienen.

(51 words)

- (a) What does she think of the job? (1)

it is badly paid	
it is boring	✓
the day is too long	

- (b) Where would she like to work in the future? (1)

in town	
abroad	✓
in the countryside	

- (c) What would she like to do? (1)

improve her grades	
learn a new language	
improve her languages	✓

- (d) What will she have to do first? (1)

pass her exams	✓
give up Spanish	
save up some money	

- (e) What is her ambition? (1)

to enjoy her job	
to earn a lot of money	✓
to buy a big house	

Question 3

(4 marks)

Section 1

Oskar: Wie fährst du normalerweise zur Schule?

Lisa: Im Juli fahre ich mit dem Fahrrad zur Schule, nur im Winter, wenn es zu kalt ist, fahre ich mit dem Bus.

Section 2




Oskar: Das ist sehr gesund mit dem Rad zu fahren! Ich mache das nie. Meine Mutter und mein Vater bringen mich mit dem Auto zur Schule. Deswegen kann ich auch länger schlafen.

(59 words) (Adapted from <http://www.gutefrage.net/frage/mit-fahrrad-oder-bus-zur-schule>)

(a) Wie fährt Lisa im Sommer zur Schule? (1)

		
<p style="text-align: center;">✓</p>		

(b) Wie fährt Lisa im Winter zur Schule? (1)

		
	<p style="text-align: center;">✓</p>	

- (c) Wie findet Oskar das Radfahren? (1)

gut für die Umwelt	
sehr billig	
gut für die Gesundheit	✓

- (d) Osakar fährt zur Schule mit ...? (1)

seinen Freunden	
seinen Eltern	✓
Lisas Mutter	

Question 4

(5 marks)

Hasan: Bist du am 23. Juli frei? Ich will nach München fahren und das Fußballstadion besuchen. Ich will auch den Tierpark besuchen – sie haben jetzt Eisbären-Zwillinge.

Silke: Ich will die Stadt nicht im Sommer besuchen und Tiere interessieren mich nicht. Dezember wäre besser. Wir könnten den Weihnachtsmarkt besuchen und traditionelle, deutsche Weihnachtsspezialitäten essen.

Hasan: Schrecklich! - Ich würde lieber Hamburger und Pommes essen.

(60 words)

(Adapted from <http://www.muenchen.de/sehenswuerdigkeiten.html>)

	Hasan	Silke	
Wann möchten sie nach München fahren?	D	H	(2)
Was möchten sie in München besuchen?	E	B	(2)
Was für Essen möchten sie probieren?		G	(1)

Question 5

(5 marks)

Section 1

Immer mehr Touristen fahren nach Wales. Letztes Jahr gab es fast eine Million Besucher aus anderen Ländern – fast ein Drittel davon kam aus Deutschland. Warum kommen sie? Wales hat viel zu bieten, zum Beispiel, die Küste mit tollen Stränden, Wanderwegen, Burgen und historischen Gebäuden. Es gibt preiswerte Hotels, Ferienwohnungen und Campingplätze.

Section 2

Nächstes Jahr wird die Rugbyweltmeisterschaft der Tourismusindustrie weiterhelfen. Man schätzt, dass es mehr als 500 000 Besucher wegen des Wettbewerbs geben wird. "Wenn Touristen einmal Wales besuchen, werden sie bestimmt wiederkommen und es als Touristenziel empfehlen" sagte der Tourismusminister.

(90 words) (Adapted from <http://www.visitwales.com/de> and <http://gov.wales/topics/tourism/researchmain/latest-stats/?lang=en>)

- (a) coast or beaches / walking paths or routes / castles / historic buildings (any 2) (2)
NOT wander ways
- (b) offer good value (1)
NOT prices
- (c) extra 500 000 visitors estimated / Rugby World Cup next year / there will be more people coming (for the Rugby World Cup) (1)
- (d) people will return / recommend it as a tourist destination (1)

Question 6

(6 marks)

Section 1

Sind Sie Musik-Fan? Dann kaufen Sie sofort Karten für 'Rock am Ring' – einfach das beste Musikfest in Deutschland! Das kostet nur 210 Euro für eine Karte und wenn man unter sechzehn ist, ist das zwanzig Euro billiger!

Section 2

Wir haben auch Musik aus Österreich und Frankreich. Seien Sie schnell – das wird schnell ausverkauft sein! Die Campingplätze öffnen am Mittwoch 3. Juni ab 16 Uhr. Auf dem Campingplatz sind Glasflaschen und Feuerwerke verboten! Getränke in Plastikflaschen sind erlaubt!

(77 words) (Adapted from from <http://www.rock-am-ring.com/>)

- (a) tickets for a music festival (1)
- (b) the best in Germany (1)
- (c) 20 Euros (1)
- (d) Austria / France (any 1)
- (e) it will soon be sold out (1)
- (f) glass bottles / fireworks (any 1) (1)

Question 7

(5 marks)

Section 1

Eva: Warum spielst du immer diese Computerspiele?

Peter: Ich höre das oft genug von meiner Mutter! Was sollte ich machen?

Eva: Komm mit mir! Ich gehe ins neue Sportzentrum. Man kann schwimmen, eislaufen, klettern und Tischtennis spielen.

Peter: Lass mich in Ruh. Ich bin gar nicht sportlich und ich habe kein Geld.

Section 2

Eva: Das macht nichts. Ich habe zwei kostenlose Karten. Die Karten sind normalerweise zehn Euro pro Person – wir sparen zwanzig Euro.

Peter: Ok, aber ich muss erst dieses Spiel gewinnen. Dieses Auto ist so schnell!

Eva: Du gehst mir heute auf die Nerven!

(88 words)

- (a) What does Peter say about Eva? (1)

she should ask his mum	
she likes computer games	
she sounds like his mum	✓

- (b) Which of these activities is available? (1)

climbing	✓
martial arts	
archery	

- (c) How does Peter try to get out of going? (1)

he hasn't got enough time	
he's too tired	
he hasn't got enough money	✓

- (d) What does Peter want to do first? (1)

get changed	
finish the game he's playing	✓
ask his mum to drive them there	

- (e) How is Eva feeling? (1)

pleased	
annoyed	✓
patient	

Question 8

(5 marks)

A=Interviewer

B=Guest

Section 1

A: Wie umweltfreundlich sind Sie?

B: Meiner Meinung nach mache ich sehr viel für die Umwelt. Ich fahre fast überall mit dem Rad hin und ich kaufe immer umweltfreundliche Produkte. Wir benutzen auch Solarenergie zu Hause.

Section 2

A: Was sind die Vorteile von Solarenergie?

B: Am besten ist, dass wir weniger Geld für Strom ausgeben.

A: Und gibt es Nachteile?

B: Leider war es teuer, die Solaranlagen zu installieren.

Section 3

A: Recyceln Sie auch?

B: Ja, natürlich. Ich trenne Altglas, Altpapier und Plastikflaschen. Das ist einfach zu machen und kostet nichts.

A: Was würden Sie in dieser Stadt einführen, um der Umwelt zu helfen?

B: Meiner Meinung nach brauchen wir bessere Fahrradwege und ich würde Autos in der Stadtmitte verbieten. Zur Zeit gibt es jeden Tag Staus. Das finde ich so ärgerlich.

(119 words)

(Adapted from <http://www.kindernetz.de/infonetz/thema/energie-umwelt/> /id=60854/79fids/index.html)

- (a) Cycles/buys environmentally friendly products / uses solar energy at home (any 2) (2)
- (b) Cheaper / spend less money on electricity (1)
- (c) Was expensive to install (1)
- (d) Improve cycle paths / ban cars in the town centre (1)

Question 9

(5 marks)

Zur Zeit finde ich die meisten Fächer, außer Erdkunde, nicht schlecht. Mein Erdkundelehrer geht mir auf die Nerven. Er gibt uns viele Hausaufgaben auf, ohne zu erklären, was wir machen müssen. Ich habe immer gute Noten in Kunst bekommen, weil die Lehrerin so hilfeich war. Ich würde nächstes Jahr gern Kunst studieren, aber leider kann ich es nicht, weil ich eine neue Fremdsprache lernen muss. Ich würde bestimmt Französisch wählen, weil meine Mutter aus Frankreich kommt. Deswegen werde ich es einfach finden, obwohl die Grammatik schwer ist.

(85 words)

	Subject	Opinion
Now		teacher annoys him / gets too much homework
Previously	art	got good marks / teacher was helpful
Future	French	easy / the grammar is difficult NOT his mother comes from France

UNIT 2

LISTENING HIGHER TIER (45 MARKS)

MARK SCHEME

Question 1

(5 marks)

Section 1

Eva: Warum spielst du immer diese Computerspiele?

Peter: Ich höre das oft genug von meiner Mutter! Was sollte ich machen?

Eva: Komm mit mir! Ich gehe ins neue Sportzentrum. Man kann schwimmen, eislaufen, klettern und Tischtennis spielen.

Peter: Lass mich in Ruh. Ich bin gar nicht sportlich und ich habe kein Geld.

Section 2

Eva: Das macht nichts. Ich habe zwei kostenlose Karten. Die Karten sind normalerweise zehn Euro pro Person – wir sparen zwanzig Euro.

Peter: Ok, aber ich muss erst dieses Spiel gewinnen. Dieses Auto ist so schnell!

Eva: Du gehst mir heute auf die Nerven!

(88 words)

- (a) What does Peter say about Eva? (1)

she should ask his mum	
she likes computer games	
she sounds like his mum	✓

- (b) Which of these activities is available? (1)

climbing	✓
martial arts	
archery	

- (c) How does Peter try to get out of going? (1)

he hasn't got enough time	
he's too tired	
he hasn't got enough money	✓

- (d) What does Peter want to do first? (1)

get changed	
finish the game he's playing	✓
ask his mum to drive them there	

- (e) How is Eva feeling? (1)

pleased	
annoyed	✓
patient	

Question 2 (5 marks)

A=Interviewer

B=Guest

Section 1**A: Wie umweltfreundlich sind Sie?**

B: Meiner Meinung nach mache ich sehr viel für die Umwelt. Ich fahre fast überall mit dem Rad hin und ich kaufe immer umweltfreundliche Produkte. Wir benutzen auch Solarenergie zu Hause.

Section 2**A: Was sind die Vorteile von Solarenergie?**

B: Am besten ist, dass wir weniger Geld für Strom ausgeben.

A: Und gibt es Nachteile?

B: Leider war es teuer, die Solaranlagen zu installieren.

Section 3**A: Recyceln Sie auch?**

B: Ja, natürlich. Ich trenne Altglas, Altpapier und Plastikflaschen. Das ist einfach zu machen und kostet nichts.

A: Was würden Sie in dieser Stadt einführen, um der Umwelt zu helfen?

B: Meiner Meinung nach brauchen wir bessere Fahrradwege und ich würde Autos in der Stadtmitte verbieten. Zur Zeit gibt es jeden Tag Staus. Das finde ich so ärgerlich.

(119 words)

(Adapted from <http://www.kindernetz.de/infonetz/thema/energie-umwelt/> /id=60854/79fids/index.html)

- (e) Cycles/buys environmentally friendly products / uses solar energy at home (any 2) (2)
- (f) Cheaper / spend less money on electricity (1)
- (g) Was expensive to install (1)
- (h) Improve cycle paths / ban cars in the town centre (1)

Question 3

(5 marks)

Zur Zeit finde ich die meisten Fächer, außer Erdkunde, nicht schlecht. Mein Erdkundelehrer geht mir auf die Nerven. Er gibt uns viele Hausaufgaben auf, ohne zu erklären, was wir machen müssen. Ich habe immer gute Noten in Kunst bekommen, weil die Lehrerin so hilfreich war. Ich würde nächstes Jahr gern Kunst studieren, aber leider kann ich es nicht, weil ich eine neue Fremdsprache lernen muss. Ich würde bestimmt Französisch wählen, weil meine Mutter aus Frankreich kommt, deswegen werde ich es einfach finden, obwohl die Grammatik schwer ist.

(85 words)

	Subject	Opinion
Now		teacher annoys him / gets too much homework
Previously	art	got good marks / teacher was nice
Future	French	easy / the grammar is difficult

Question 4

(4 marks)

Section 1

Das Musikfestival war erfolgreich trotz des schlechten Wetters und technischer Probleme am Freitag. Es begann vor zwei Jahren, um Musik aus allen Ländern zu feiern und um familienfreundlich zu sein.

Section 2

Mit Headliners wie 'The Prodigy' und 'Die Toten Hosen' war es kein Wunder, dass die 10 000 Karten ausverkauft waren. Für die Mehrheit waren das die besten drei Tage des Jahres. Leider gab es 25 Verhaftungen – meistens für Trunkenheit oder Diebstahl.

(70 words)

(Adapted from <http://www.aachener-nachrichten.de/lokales/aachen/kimiko-summer-festival-drei-tage-musik-drei-tage-begeisterung-1.1148065>)

- (a) Any one: bad weather/technical problems (on Friday) (1)
- (b) Any one: to celebrate music from different countries (around the world) / to be family friendly (1)
- (c) the best 3 days of the year (1)
- (d) drunkenness / theft (1)

Question 5

(4 marks)

Section 1

Heutzutage gibt es viel Konkurrenz für jeden Arbeitsplatz. Wir können dabei helfen – unser Team ist hier von Montag bis Freitag, um mit Ihnen den perfekten Lebenslauf zu schreiben und typische Fehler zu vermeiden.

Section 2

Zum Beispiel, die E-Mail Adresse sollte seriös sein, also keinen seltsamen Namen benutzen wie 'ich-bin-schalke-fan@gmail.de.'

Bei den persönlichen Daten ist es üblich, Geburtstag, Wohnort und Telefonnummer anzugeben, aber nicht, wie viele Geschwister man hat.

Wir simulieren auch ein Bewerbungsgespräch mit möglichen Fragen.

(74 words)

- (a) Wofür ist das eine Werbung? (1)

Hilfe bei der Arbeitssuche	✓
Hilfe mit Computern	
einen Teilzeitjob	

- (b) Warum ist es schwer, einen Job zu finden? (1)

Viele Leute haben nicht genug Qualifikationen	
Viele Leute suchen Arbeit	✓
Man braucht Berufserfahrung	

- (c) Ihre E-Mail Adresse muss
- nicht**
- ... (1)

seriös sein	
zu lang sein	
komisch sein	✓

- (d) Es gibt auch die Möglichkeit, (1)

Briefe zu schreiben	
ein Interview zu üben	✓
Fragen zu stellen	

Question 6

(5 marks)

Section 1

Weihnachten und Silvester sind jetzt vorbei. Der erste Monat eines neuen Jahres ist die beste Zeit, gesünder zu essen und aktiver zu werden – egal, ob man jung oder alt ist. Das neue Sportzentrum in Bottrop hat alles, was man braucht.

Section 2

Wir sind jeden Tag von 6 Uhr bis 24 Uhr geöffnet. Es gibt kostenlose Parkplätze und für nur sieben Euro können wir Ihr Auto waschen, während Sie im Sportzentrum sind.

Section 3

Wir haben individuelle Umkleidekabinen, die modernsten Fitnessgeräte und auch ein Café, wo Sie sich entspannen können. Buchen Sie sofort eine kostenlose Stunde mit Ihrem eigenen Fitness-Trainer. Nächsten Monat beginnt der Bau der neuen Tennisplätze.

(105 words) (Adapted from <http://www.sportpark-stadtwald.de/>)

- (a) What time of year is the advert targeting? (1)

January	✓
Christmas	
summer holidays	

- (b) Who is being targeted in the advert? (1)

young people	
people wanting a healthier lifestyle	✓
people interested in food	

- (c) How much does it cost to park? (1)

seven Euros	
seventeen Euros	
nothing	✓

- (d) What are you encouraged to do? (1)

arrange a free session	✓
order their book	
see the website	

- (e) What is planned for next month? (1)

a café	
new sports facilities	✓
new changing rooms	

Question 7

(5 marks)

LEHRERIN = Frau Müller**STUDENT= Stefan****Section 1****Frau Müller: Morgen Stefan. Wie war dein Urlaub in Wales?****Stefan: Viel besser als erwartet. Ich wusste nicht, was es für junge Leute gab. Meine Eltern wandern gern und besuchen gern Schlösser und alte Kirchen – davon gibt es viele!****Frau Müller: Was hast du gemacht?****Stefan: Am besten war der Surfpark in Snowdonia. Man liegt auf einem Surfbrett und wartet auf die perfekte Welle. Es gibt eine Maschine, die eine zwei Meter hohe Welle erschafft. Das war toll für einen Anfänger wie mich. Ich habe schnell gelernt, aber Experte bin ich noch nicht!****Section 2****Frau Müller: Hat dir das Essen geschmeckt?****Stefan: Ich fand das lecker – besonders die Kuchen und den frischen Fisch von der Küste. Meine Mutter hat sogenanntes Laverbread bestellt. Das war aber kein Brot, sondern Seegras. Das hat uns nicht geschmeckt, aber wir haben darüber gelacht!**

(130 words)

(Adapted from <http://www.spiegel.de/reise/europa/surfpark-snowdonia-in-wales-wellen-und-wind-a-1051082.html> and <http://www.derwesten.de/reise/ein-verstecktes-juwel-auf-entdeckertour-durch-wales-id8037170.html>)

- | | | |
|-----|---|-----|
| (a) | enjoy walking/hiking / visiting castles / old churches (any 2)
NOT wandering | (2) |
| (b) | it's an artificial wave / wave is created by a machine | (1) |
| (c) | tasty / liked the cakes / fresh fish | (1) |
| (d) | Laverbread wasn't actually bread/ laverbread was seaweed | (1) |

Question 8

(6 marks)

Section 1

SPIEGEL: *Manche Schüler stehen im Praktikum zwei Wochen am Schalter einer Bank, aber es gibt Alternativen. Fenna, Christopher und Gregor, Sie haben ein Praktikum auf hoher See gemacht. Fenna, wie war es?*

FENNA: *Obwohl es nur Männer im Maschinenraum auf dem Schiff gab, wurde ich trotzdem respektiert und durfte viel machen. Schlimm war die Hitze. Es war Juli und brütend heiß. Die Arbeit unter Deck wäre auf Dauer nichts für mich – so ganz ohne Tageslicht.*

Section 2

SPIEGEL: *Christopher, wie haben Sie es gefunden?*

CHRISTOPHER: *Manchmal war das ein bisschen wie ein Gefängnis, deswegen werde ich das als Beruf nicht wählen. Ich hatte eine bequeme Kabine mit Bad und Fernseher, aber die Motorengeräusche waren so laut. Ich konnte kaum schlafen.*

Section 3

SPIEGEL: *Und Gregor?*

GREGOR: *Das ist mein Traumberuf, weil man die Chance hat, viele Länder zu besuchen. Natürlich habe ich Familie und Freunde vermisst, aber an Bord herrschte ein richtiges Familiengefühl.*

(138 words)

(Adapted from <http://www.spiegel.de/schulspiegel/leben/praktikum-auf-hoher-see-ein-bisschen-wie-im-gefaengnis-a-778979.html>)

	Positive aspect	Reason they <u>would</u> or <u>wouldn't</u> choose this as a career
Section 1 Fenna	respected / allowed to do lots (any 1) (1)	Heat, lack of daylight (1)
Section 2 Christopher	had a comfortable cabin (with TV and bath) (1)	felt like a prison (1)
Section 3 Gregor	felt part of a family on board (1)	opportunity to visit different countries/it's his dream job (any 1) (1)

Question 9

(6 marks)

Section 1

Immer mehr junge Deutschen sind online. Heutzutage sind soziale Netzwerke sehr wichtig für Jugendliche, und ein Viertel der Jugendlichen haben über 300 Freunde. Rund 80 Prozent der Jugendlichen besuchen soziale Netzwerke täglich, nur 8 Prozent benutzen soziale Medien nicht. Sie haben die Möglichkeit, Kontakt mit Menschen in der ganzen Welt zu haben. Das ist sehr beliebt, aber es gibt natürlich auch Gefahren. Experten glauben, dass die meisten Jugendlichen zu viel Informationen im Profil geben, zum Beispiel, 78 Prozent veröffentlichen Vor- und Nachnamen und Fotos. 49 Prozent geben die Schule, Wohnort und Email-Adresse an.

Section 2

Das bringt oft unerwünschte Kontakte oder Cybermobbing. Junge Leute sollten vorsichtig sein, welche Fotos sie hochladen. Wenn Fotos einmal im Netz sind, sind sie für immer im Netz. Man sollte nie Fotos mit dem vollen Namen taggen. Man kann auch den Ortungsdienst des Smartphones deaktivieren. Dann sehen alle nicht, wo die Fotos gemacht wurden.

(145 words)

(Adapted from <http://www.jugendundmedien.ch/chancen-und-gefahren/soziale-netzwerke.html>)

- (a) daily / every day (1)
- (b) be in contact from people around the world (1)
NOT most young people use it
- (c) young people display / give too much information (in their profile)/78% publish their first name and photos (any 1) (1)
- (d) inappropriate contact / (cyber)bullying (2)
- (e) don't tag photos with your full name / turn off location services (1)

Candidate Name	Centre Number				Candidate Number			
					0			

**GCSE****GERMAN****UNIT 3****READING****SAMPLE ASSESSMENT PAPER****FOUNDATION TIER 1 hour****INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** the questions. Where numbers are required, figures may be used. You will answer questions in English or German as instructed.

Write your answers in the spaces provided in this question paper.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

The paper carries 60 marks. The number of marks for each question or part-question is given in brackets. You are advised to divide your time accordingly.

Question 1

(6 marks)

Read the two leaflets in German and **choose the correct answer for each question. Tick (✓) the correct box.**

	Montag	Dienstag	Mittwoch	Freitag
	Altglas	Altpapier	Biomüll	Restmüll
Abfalleimer	Grün	Weiß	Blau	Schwarz
Ja, bitte! 	Flaschen (Braunglas und Grünglas)	Zeitungen Zeitschriften	Brot und Backwaren Schalen von Äpfeln, Birnen und Kartoffeln	
Nein, danke! 	Trinkgläser Porzellan Rote und blaue Flaschen	Faxpapier	Fleisch Fisch	Batterien Alte Musik-CDs Alte Handys

(Adapted from <http://www.zuhause.de/muell-richtig-trennen-was-man-beim-recycling-beachten-muss/id>)

(a) What is the advert about? (1)

shopping	
recycling	
concerts	

(b) What is collected on Tuesday? (1)

paper	
food	
glass	

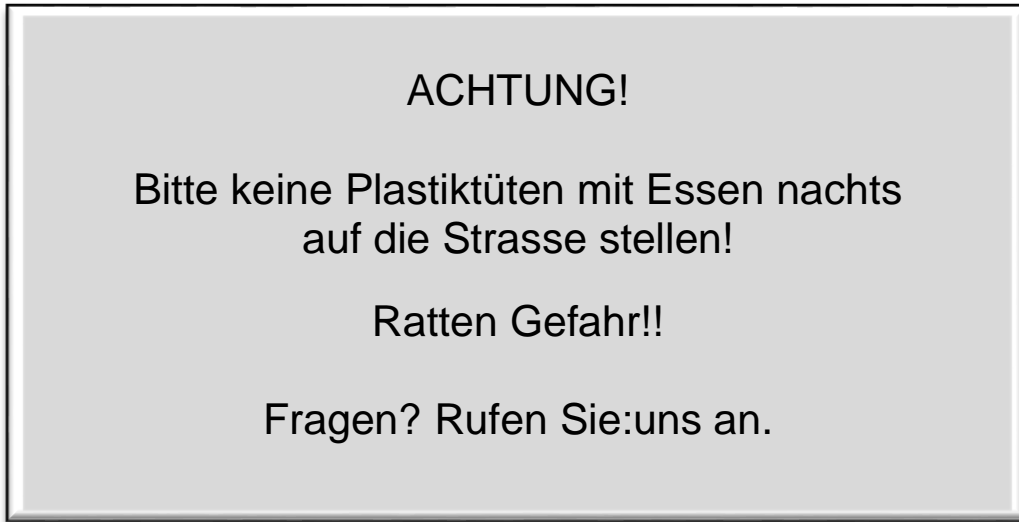
(c) What colour bin is used for glass? (1)

green	
blue	
white	

- (d) What food is NOT collected? (1)

fruit and vegetable peelings	
apples and pears	
meat and fish	

2.



- (e) The notice asks you not to.....? (1)

.....eat in the street.	
.....put plastic bags with food on the street.	
...throw rubbish on the street.	

- (f) What is the problem? (1)

pollution.	
foxes	
rats	

Question 2

(6 marks)

Sechs junge Leute beschreiben in einem deutschen Jugendmagazin, was sie in der Zukunft machen möchten. **Was wäre am besten für jede Person?**

Andreas: Ich möchte andere Länder besuchen.

Lotte: Ich liebe Tiere, besonders Katzen und Hunde.

Jens: Ich bin sehr praktisch. Ich repariere gern Autos.

Mia: Qualifikationen sind wichtig – ich will weiterstudieren.

Mehmet: Ich bin sehr kreativ und ich interessiere mich für Kleidung.

Paulina: Ich würde gern als Lehrer arbeiten. Ich arbeite gern mit jüngeren Kindern.

Schreib den richtigen Namen (nur einmal) in das Kästchen.

Ich möchte ...

an einer Universität studieren	
in einer Werkstatt arbeiten	
in einem Tierheim arbeiten	
mit Teenager arbeiten	
Schwimmstunden haben	
in einer Grundschule arbeiten	
in der Modeindustrie arbeiten	
an einer Universität arbeiten	
um die Welt reisen	

Question 3

(6 marks)

Lies die Anzeige für eine Touristenattraktion. **Hake (✓) das richtige Kästchen an.**



Tragen Sie am besten Sportschuhe (Sandalen sind nicht erlaubt).

Seien Sie vorsichtig, wenn Sie schon eine Knie- oder Rückenverletzung haben.

‘Bounce Below’ bietet Riesentrampoline, Rutschbahnen und Tunneln aus Netting. Besucher aus Deutschland und ganz Europa sind hier in Nordwales herzlich willkommen!

Spaß für die ganze Familie. (Mindestalter 7 Jahren)

Preise (siehe Webseite). Ermäßigung für Gruppen.

Jeden Tag geöffnet – fantastisch an regnerischen Tagen.



(Translated from <http://www.bouncebelow.net/>)

(a) Die Trampoline sind ... (1)

mittelgroß	<input type="checkbox"/>
sehr groß.	<input type="checkbox"/>
klein.	<input type="checkbox"/>

(b) besuchen die Attraktion. (1)

Nur deutsche Touristen	<input type="checkbox"/>
Amerikanische Touristen	<input type="checkbox"/>
Europäische Touristen	<input type="checkbox"/>

(c) Für Gruppen ist es ... (1)

billiger.	<input type="checkbox"/>
lustiger.	<input type="checkbox"/>
teurer.	<input type="checkbox"/>

(d) Preise findet man ... (1)

im Internet.	
in einer Broschüre.	
in der Zeitung.	

(e) Es ist geöffnet. (1)

nur im Sommer	
täglich	
nur am Samstag	

(f) Am besten trägt man ... (1)

Sandalen.	
Jeans.	
Turnschuhe.	

Question 4

(6 marks)

Lies die folgenden Bemerkungen von einem Chatroom. **Hake (✓) das richtige Kästchen an.**

Zehra

Meine Handy-Kamera funktionierte nicht, deswegen musste ich ein neues Handy kaufen. Meine Fotos sehen jetzt klasse aus!

Lukas

Ich mag mein neues Smartphone nicht. Die Batterie ist viel besser, aber es ist viel zu groß.

Anna

Meine Eltern haben mir mich das neueste iPhone gekauft. Ich bin froh, dass ich die neueste Technologie habe, aber meine Mutter glaubt, dass es zu viel kostet.

(a) Die Texte handeln sich um ...? (1)

Probleme mit Eltern.	<input type="checkbox"/>
Jugendliche und Handys.	<input type="checkbox"/>
Internetprobleme.	<input type="checkbox"/>

(b) Zehra ...? (1)

fotografiert gern.	<input type="checkbox"/>
telefoniert gern.	<input type="checkbox"/>
geht gern einkaufen.	<input type="checkbox"/>

(c) Zehra hat ihr Handy ... (1)

verkauft.	<input type="checkbox"/>
in der Schule verloren.	<input type="checkbox"/>
nicht mehr benutzen können.	<input type="checkbox"/>

(d) Lukas möchte ...? (1)

ein Smartphone.	
eine bessere Batterie.	
ein kleineres Handy.	

(e) Anna interessiert sich für ...? (1)

Mode.	
moderne Technologie.	
Informatik.	

(f) findet das iPhone teuer? (1)

Annas Mutter	
Annas Vater	
Anna	

Question 5**(6 marks)**

Read the article. **Answer the questions in English.**

Oktoberfest

Das Oktoberfest (das größtes Bierfest in der Welt) beginnt wie jedes Jahr am neunzehnten September in München. Touristen kommen nicht nur aus Deutschland, sondern aus der ganzen Welt, um fünfzehn Tage Tradition und Spaß zu genießen. Natürlich ist es toll für Besucher, die gern Bier trinken, aber es macht auch Spaß für die ganze Familie. Die sechs Millionen Besucher trinken sieben Millionen Liter Bier.

Das Fest beginnt mit einem großen Konzert, wo Musiker aus ganz Europa spielen, und man kann Feuerwerke jeden Tag um Mitternacht sehen.

(a) How is the Oktoberfest described? (1)

.....

(b) Which month does it start in? (1)

.....

(c) Where do tourists come from to visit the festival? (1)

.....

(d) Which two groups of visitors should enjoy the festival (2)

•

•

(e) What happens every day? (1)

.....

Question 6

(6 marks)

Read the extract from “Die Schule und ich“ by Ilona Einwohlt . **Answer the questions in English.**

Ferienzeit, Langweilezeit

„Das Beste an der Schule sind die Ferien“ sagen meine Freunde! Ich finde das total dumm! Die Sommerferien sind langweilig und sehr doof. Am besten ist, dass ich nicht jeden Morgen um 6:15 Uhr aufstehen muss. Ich kann endlos lange ausschlafen (okay, okay, nur so lange bis Mama den Fernseher läuter macht). Ich mache keine Hausaufgaben, lerne kein Englischvokabeln und löse keine Matheformeln. Das ist toll, aber ich muss sagen, dass ich die Schule nicht so schlimm finde. Ich bin nie wie Jolina. Sie geht nie in die Mathestunde und sitzt lieber im Café um die Ecke von der Schule.

(a) According to the writer's friends what is the best thing about school? (1)

.....

(b) When she is on holiday what does she like to do in the mornings? (1)

.....

(c) What sometimes prevents her doing this? (1)

.....

(d) What does the writer not have to do in the holidays? Write **two** details. (2)

-
-

(e) What does Jolina prefer to do? (1)

.....

Question 7**(6 marks)**

Read the article about how Germans spend their free time. **Answer the questions in English.**

Nach der Studie "Freizeit Monitor" haben die Deutschen pro Werktag durchschnittlich vier Stunden Freizeit und sie verbringen die Mehrheit davon vor dem Fernseher.

Sechzig Prozent der Deutschen lesen gern Krimis und mehr als die Hälfte gehen dreimal pro Woche ins Sportzentrum. Zwanzig Prozent gehen gern ins Kino.

In Deutschland ist man immer mehr online. Traditionelle Kommunikation, wie Briefe schreiben sind heutzutage nicht so beliebt.

Die Deutschen machen öfter einen Einkaufsbummel, und verbringen mehr Zeit am Telefon, wenn es das Wochenende ist. Laut der Studie gehen sie normalerweise ins Restaurant mittwochs und donnerstags.

(Adapted from <http://www.lehrerfreund.de/schule/1s/lehrer-freizeit/3976>)

- (a) How many hours on average, do Germans have for free time activities per working day? (1)

.....

- (b) How do they spend the majority of this free time? (1)

.....

- (c) Write **two** other things which more than half of Germans do in their free time? (2)

•

•

- (d) Write **two** activities which are more popular at weekends? (2)

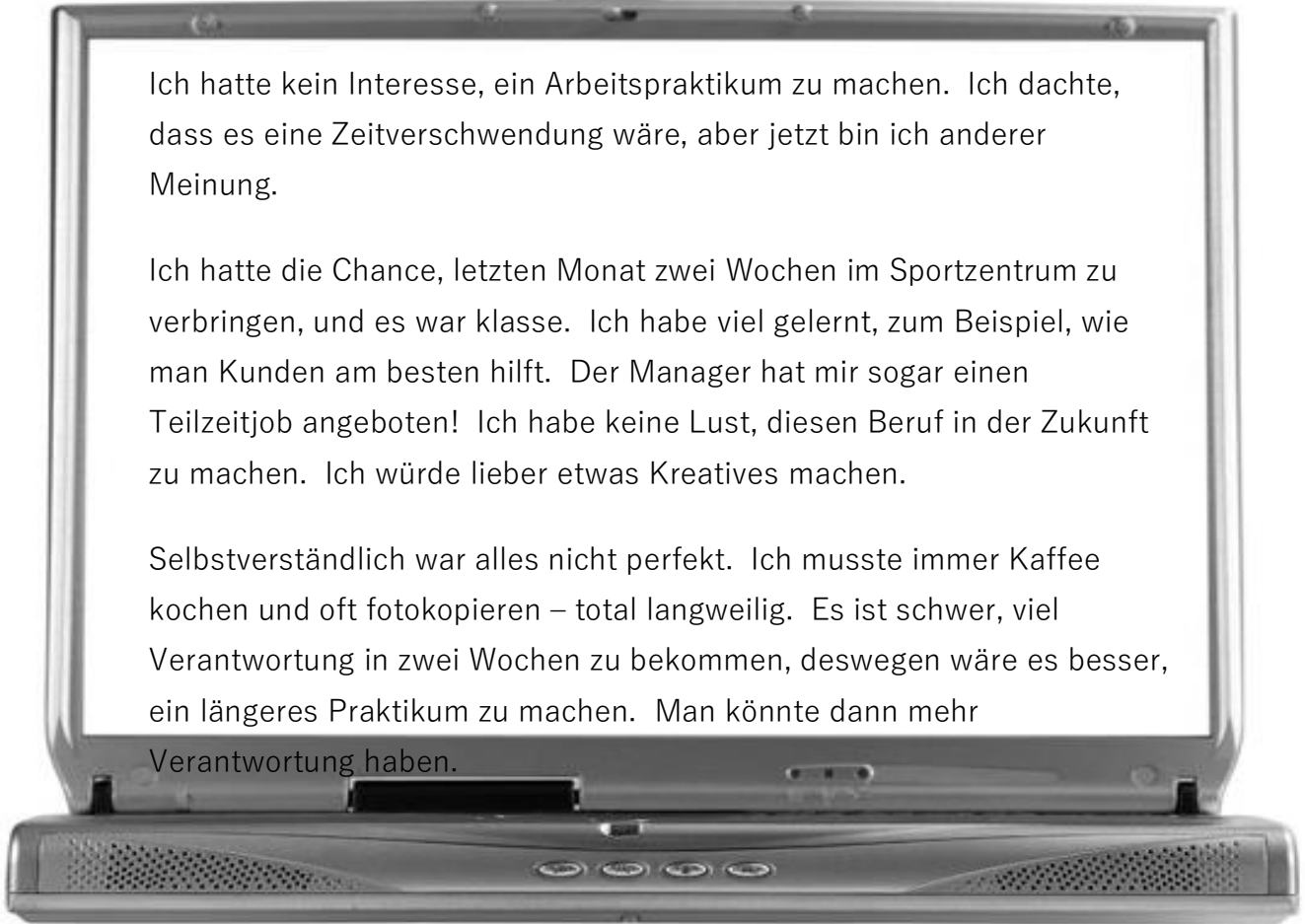
•

•

Question 8

(6 marks)

Read Patryk's report on his school's website. **Answer the questions in English.**



Ich hatte kein Interesse, ein Arbeitspraktikum zu machen. Ich dachte, dass es eine Zeitverschwendung wäre, aber jetzt bin ich anderer Meinung.

Ich hatte die Chance, letzten Monat zwei Wochen im Sportzentrum zu verbringen, und es war klasse. Ich habe viel gelernt, zum Beispiel, wie man Kunden am besten hilft. Der Manager hat mir sogar einen Teilzeitjob angeboten! Ich habe keine Lust, diesen Beruf in der Zukunft zu machen. Ich würde lieber etwas Kreatives machen.

Selbstverständlich war alles nicht perfekt. Ich musste immer Kaffee kochen und oft fotokopieren – total langweilig. Es ist schwer, viel Verantwortung in zwei Wochen zu bekommen, deswegen wäre es besser, ein längeres Praktikum zu machen. Man könnte dann mehr Verantwortung haben.

(a) What did he used to think about work experience? (1)

.....

(b) Write **two** positive outcomes of his placement. (2)

•

•

(c) What do we know of his plans for the future? (1)

.....

(d) What did he not enjoy so much? Write **one** detail. (1)

.....

(e) What does he think would improve work experience? (1)

Question 9

(6 marks)

Read the extract from Martin Hülsmann’s book “Drüben bei uns”. **Answer the questions in English.**

Drüben bei uns

Nun saß ich mit fünfzehn anderen Schülern vom Leistungskurs Geschichte in einem kleinen Bus. Noch knapp drei Stunden nach Berlin. Von meinen engeren Freunden waren Matthias und Susanne mit dabei.....

Herr Schäfer, unser Geschichtslehrer, ließ uns nach dem Abendessen allein in die Stadtmitte zu gehen. Wir sollten bis elf wieder zurück sein. Wir fuhren mit der U-Bahn in die Innenstadt.....Wir wollten keine organisierte Stadtrundfahrt mitmachen. Wir hatten Lust, die typischen Touristenziele zu Fuß zu sehen. Durch den Zoologischen Garten erreichten wir die ‘Straße des 17. Juni’, wenig später kamen wir zum alten Reichstagsgebäude in der Nähe der Mauer....

Im kalten Wind wurde die Mauer zur Realität. Wir machten einer amerikanischen Touristengruppe Platz. Sie sahen die Mauer wie eine Touristenattraktion wie *Disneyland*. Unsere Reaktion war, dass es schrecklich war.

(Abridged from “Drüben bei uns” by Martin Hülsmann)

(a) How far from their destination is the group in the first paragraph? (1)

.....

(b) What could the pupils do after dinner? (1)

.....

.....

(c) What was the restriction placed on them? (1)

.....

(d) How do they want to explore Berlin? (1)

.....

(e) How does their reaction to the wall differ to that of the American tourists?
Write **two** details. (2)

•

•

Candidate Name	Centre Number				Candidate Number			
					0			

**GCSE****GERMAN****UNIT 3****READING****SAMPLE ASSESSMENT PAPER****HIGHER TIER 1 hour 15 minutes****INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** the questions. Where numbers are required, figures may be used. You will answer questions in English or German as instructed.

Write your answers in the spaces provided in this question paper.

INFORMATION FOR CANDIDATES

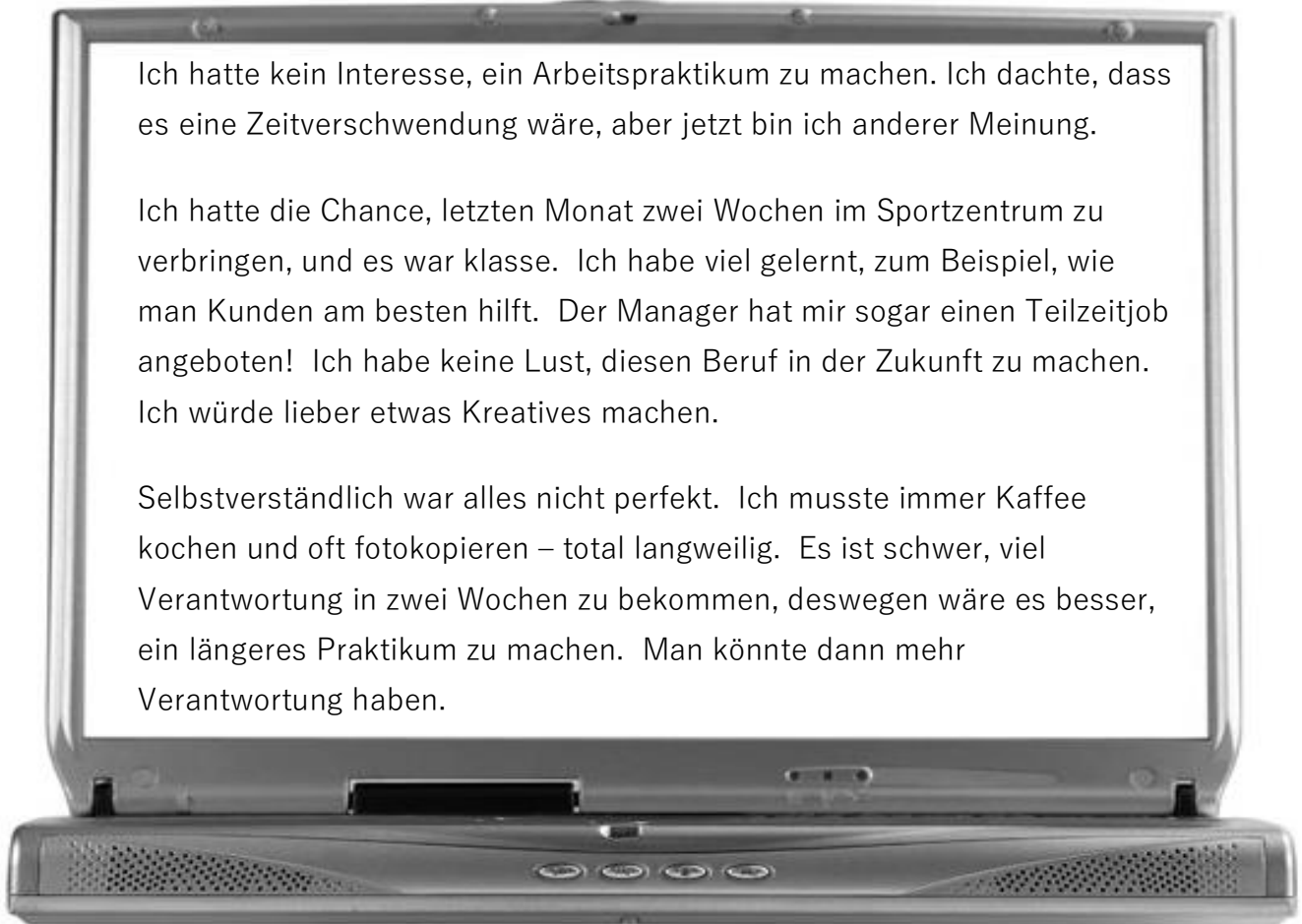
Dictionaries are not allowed.

The paper carries 60 marks. The number of marks for each question or part-question is given in brackets. You are advised to divide your time accordingly.

Question 1

(6 marks)

Read Patryk's report on his school's website. **Answer the questions in English.**



(a) What did he used to think about work experience? (1)

.....

(b) Write **two** positive outcomes of his placement. (2)

-
-

(c) What do we know of his plans for the future? (1)

.....

(d) What did he not enjoy so much? Write **one** detail. (1)

.....

(e) What does he think would improve work experience? (1)

.....

Question 2

(6 marks)

Read the extract from Martin Hülsmann’s book “Drüben bei uns”. **Answer the questions in English.**

Drüben bei uns

Nun saß ich mit fünfzehn anderen Schülern vom Leistungskurs Geschichte in einem kleinen Bus. Noch knapp drei Stunden nach Berlin. Von meinen engeren Freunden waren Matthias und Susanne mit dabei.....

Herr Schäfer, unser Geschichtslehrer, ließ uns nach dem Abendessen allein in die Stadtmitte zu gehen. Wir sollten bis elf wieder zurück sein. Wir fuhren mit der U-Bahn in die Innenstadt.....Wir wollten keine organisierte Stadtrundfahrt mitmachen. Wir hatten Lust, die typischen Touristenziele zu Fuß zu sehen. Durch den Zoologischen Garten erreichten wir die ‘Straße des 17. Juni’, wenig später kamen wir zum alten Reichtagsgebäude in der Nähe der Mauer....

Im kalten Wind wurde die Mauer zur Realität. Wir machten einer amerikanischen Touristengruppe Platz. Sie sahen die Mauer wie eine Touristenattraktion wie *Disneyland*. Unsere Reaktion war, dass es schrecklich war.

(Abridged from “Drüben bei uns” by Martin Hülsmann)

- (a) How far from their destination is the group in the first paragraph? (1)
.....
- (b) What could the pupils do after dinner? (1)
.....
.....
- (c) What was the restriction placed on them? (1)
.....
- (d) How do they want to explore Berlin? (1)
.....
- (e) How does their reaction to the wall differ to that of the American tourists?
Write **two** details. (2)
 -
 -

Question 3**(6 marks)**

Lies den Artikel von einem Jugendmagazin. Karl und Luisa sprechen über die Zukunft. Wer hat was gesagt?

Hake (✓) das richtige Kästchen an.

Es ist wichtig Zukunftspläne zu haben, aber was wollen deutsche Jugendliche machen?

Karl meinte "Mein Traum? Vielleicht, eine Weltreise zu machen, nach Australien oder Afrika zum Beispiel. Ich würde gern eine Safari machen, weil ich Tiere liebe. Leider werde ich viel Geld brauchen, und im Augenblick habe ich keine Zeit für einen Teilzeitjob." Gute Ideen, aber was hat Luisa gesagt? Luisa hat auch viele Entscheidungen gemacht. "Ich will sofort wie möglich die Schule verlassen, um eine Stelle zu finden. Das wird nicht einfach sein wegen der hohen Arbeitslosigkeit in meiner Gegend, deswegen werde ich erst reisen. Glücklicherweise habe ich neulich ein Arbeitspraktikum gemacht, deswegen habe ich viele Kontakte."

		Karl	Luisa	Karl UND Luisa
(a)	Ich möchte andere Länder besuchen.			
(b)	Es gibt nicht genug Arbeitsplätze.			
(c)	Ich muss Geld sparen.			
(d)	Ich habe Erfahrung in der Arbeitswelt.			
(e)	Ich habe wenig Zeit.			
(f)	Ich kenne viele Leute in der Arbeitswelt.			

Question 4

(6 marks)

Lies den Artikel. **Hake (✓) das richtige Kästchen an.**

Hat Frozen Jogurt weniger Kalorien als Eis? Das kommt darauf an laut Experten. Viele Leute kaufen Frozen Jogurt, wenn sie Diät machen, weil sie glauben, dass es weniger Zucker enthält. Einige Fast-Food Restaurants verkaufen Frozen Jogurt als eine gesunde Alternative, aber in der Realität enthalten diese Produkte oft mehr Zucker und Kalorien als Milcheis.

Das ist auch der Fall mit anderen Produkten, zum Beispiel, einige Salate in Fast-Food Restaurants haben mehr Kalorien und Fett als ihre Pommes. Etwas, dass die meisten Leute unglaublich finden würden.

Was ist die Lösung? Man kann die Speisekarte lesen und Produkte vergleichen.

Selbstverständlich ist das eine gute Idee, aber am besten sollte man solche Produkte vermeiden! Äpfel oder Gurken sind immer besser!

- (a) Frozen Jogurt hatweniger Kalorien als Eis (1)

immer	
manchmal	
nie	

- (b) Viele Leute kaufen Frozen Jogurt, weil sie wollen. (1)

Geld sparen	
abnehmen	
zunehmen	

- (c) Die Alternative ist oft ... (1)

ungesünder.	
gesünder.	
billiger.	

- (d) Viele Leute finden das ... (1)

einfach zu glauben.	
sehr lustig	
schwer zu glauben.	

- (e) Für mehr muss man die Speisekarte lesen. (1)

Informationen	
Alternativen	
Kontaktetails	

- (f) sind gesünder. (1)

Wasser und Apfelsaft	
Obst und Gemüse	
Bio-Produkte	

Question 5

(6 marks)

Lies den Artikel von einer Webseite für Touristen in Wales. **Mahe(✓) das richtige Kästchen an.**

Immer mehr deutsche Touristen fahren jedes Jahr nach Wales, um die Landschaft und Kultur zu genießen. Es gibt so viele interessante Feste, zum Beispiel, dreimal im Jahr (Winter, Herbst und Frühling) in **Swansea** gibt es ein Straßenfest: Geschichte zum Anfassen, Musik, Volkstanz, Volksmusik und viele weitere Attraktionen. Wenn Sie sich für internationale und walisische Küche interessieren, dann besuchen Sie am besten **Cardiff**, wo das große, internationale Sommerfestival in den Straßen der Hauptstadt stattfindet. Hier findet man das Beste aus den Bereichen Straßentheater, Kinderunterhaltung und Komödie.

An der Küste gibt es auch viel los. Das große und bunte Schlemmerfestival, das jedes Jahr in März in **Tenby** neben dem Theater stattfindet, bietet über 100 Ständen mit bekannten und ausgefallenen Köstlichkeiten aus dieser Stadt und der Gegend. Wenn Sie in Nordwales sind, dann ist Bangor ein absolutes Muss! In **Bangor** findet man einige der komischsten Festivals des Landes statt. So auch der alljährliche Marathonlauf Mensch gegen Pferd, der dieses Jahr im Februar bereits zum 27. Mal ausgetragen wird. Es gibt sogar einen Preis in Höhe von 25.000 Pfund (bis jetzt nur einmal gewonnen). Danach gibt es ein Konzert mit den neuesten Popgruppen aus der Gegend.

(Adapted from <http://www.stern.de/reise/europa/wales-festivalkalender-3492928.html>)

		Swansea	Cardiff	Tenby	Bangor	
(a)	Ich will ein Festival im Juli besuchen.					(1)
(b)	Ich sehe gern Wettbewerbe.					(1)
(c)	Ich sehe gern Theaterstücke im Freien.					(1)
(d)	Ich mag traditionelle Musik.					(1)
(e)	Ich will Geld gewinnen.					(1)
(f)	Ich interessiere mich nur für Essen aus Wales.					(1)

Question 6

(8 marks)

Read the article and **answer the questions in English.**

E-MAILS, DOKUMENTE IN DER CLOUD? IN SCHULEN EINE SELTENHEIT, ABER REALITÄT FÜR EINIGE LEHRER.

Die 'Finkenkrugschule' in Berlin-Mitte sieht nicht so modern aus, aber Innovation geht durchs Schulgebäude. "Wir hatten bis vor Kurzem ein absolutes Handyverbot im Unterricht" sagt die Schulleiterin Barbara Moser. "Jetzt ist das ganz anders". Denn seit einiger Zeit wird hier mit elektronischen Tablets gelernt, den großen Brüdern des Smartphones. Alle Kinder benutzen die digitalen Helfer, um zu kommunizieren, besonders Kinder mit Autismus und nicht-sprechende Kinder.

"Früher hatten diese Schüler Geräte, die nur einfache Wort-Bild-Sequenzen zeigen konnten" sagt die Schulleiterin. Tablets verbessern diese Spezialfunktion. Genau wie Smartphones - wenn sie nicht mehr verboten sind. Und die Motivation ist groß: "Alle wollen damit arbeiten."

Das Bundesbildungsministerium investiert zwei Millionen Euro, um elektronische Schulbücher möglich zu machen.

Laut Barbara Moser ist das nicht genug. Sie hätte auch gerne ein eigenes Budget fürs Digitale. "Was nutzt es, wenn ich Tablets habe, mir aber wichtige Apps nicht kaufen kann?"

(Abridged from <http://www.spiegel.de/schulspiegel/tablets-im-unterricht-digitales-lernen-motiviert-schueler-a-1050687.html>)

- (a) Why might you not expect the 'Finkenkrugschule' to be so innovative? (1)
-
- (b) What has changed, according to the Headteacher? Write **two** details. (2)
-
 -
- (c) What indication is there that the scheme is successful? (1)
-
- (d) Which **two** groups of students does new technology make it easier for? (2)
-
 -
- (e) Give **one** positive and **one** negative detail about the current financial situation. (2)
-
 -

Question 7

(8 marks)

Read the extract from “Emil und die Detektive” by Erich Kästner. **Answer the questions in English.**



"Und erzähle keinem Menschen, dass du so viel Geld bei dir hast!"
 "Aber Muttchen!" Emil war geradezu aufgeregt. So dumm war er gar nicht!

Frau Tischbein tat noch etwas Geld in ihr Portemonnaie. Dann las sie noch einmal den Brief, den sie von ihrer Schwester aus Berlin erhalten hatte, und in dem die genauen Abfahrtszeiten und Ankunftszeiten des Zuges standen, mit dem Emil fahren sollte. Emil hatte keinen Vater mehr. Doch seine Mutter hatte zu tun, frisierte in ihrer Stube, wusch blonde Köpfe und braune Köpfe und arbeitete unermüdlich, damit sie zu essen hatten und die Gasrechnung, die Miete, die Kleidung, die Bücher und das Schulgeld bezahlen konnten. Nur manchmal war sie krank und lag zu Bett. Der Doktor kam und verschrieb Medikamente. Und Emil kochte in der Küche für sie und sich. Emil hatte seine Mutter sehr lieb. Emil war ein Musterknabe.

Wenn er aber zu Ostern nach Hause kam und sagen konnte: "Mutter, da sind die Noten, und ich bin wieder der Beste!", dann war er sehr zufrieden. Er liebte das Lob, das er in der Schule und überall bekam.

"Hoppla", rief die Mutter, "wir müssen zum Bahnhof. Es ist schon Viertel nach eins. Und der Zug geht kurz vor zwei Uhr."

(Abridged from from "Emil und die Detektive" by Erich Kästner)

(a) Why does his mum’s opening comment annoy Emil? (1)

.....

(b) What information is in the letter? (1)

.....

(c) How does Emil's mum earn a living? Write **two** details. (2)

-
-

(d) What sometimes changes her routine? (1)

.....

(e) How does this affect Emil? (1)

.....

(f) What sort of relationship does Emil have with his mum? (1)

.....

(g) What makes Emil particularly happy? (1)

.....

Question 8**(8 marks)**Read the news report from a German website and **answer the questions in English.**

Siemens und RWE haben den weltweit größten Windpark mit Namen *Gwynt y Môr* (walisisch für "Wind im Meer") in der irischen See gebaut. Die deutsche Firma Siemens hat ein Gemeinschaftsunternehmen gegründet, das für über zwei Milliarden Euro einen Windpark vor der Küste von Wales errichtet hat. 160 Siemens-Windanlagen wurden gebaut.

Nach der Fertigstellung im Jahr 2015 versorgen die in der irischen See gebauten Windkraftträder mit einer installierten Leistung von knapp 580 Megawatt rund 400.000 britische Haushalte mit Strom. Der Bau, 18 Kilometer vor der Küste, hat nur zwei Jahre gedauert - dann floss der erste Strom.

Für RWE ist *Gwynt y Môr* der fünfte Windpark, wobei die anderen Projekte zum Teil deutlich kleiner sind. Kohle und Atomstrom stellen den größten Teil der Stromproduktion von RWE. Sie versucht immer mehr Stromproduktion mit erneuerbaren Energien wie Wind - oder Solarenergie zu produzieren. Ihr Ziel ist der Anteil auf 30 Prozent zu steigen. Gegenwärtig sind es weniger als fünf Prozent.

Meinungen

"Ich hasse Windparks – sie sehen so hässlich aus und kosten zu viel Geld"

"Wie kann man dagegen sein? - mehr Jobs in der Gegend und saubere Energie"

"Das ist besser als Atomkraftwerke"

(Adapted from <http://www.zeit.de/wirtschaft/unternehmen/2010-06/siemens-rwe-windpark-wales>)

- (a) What is special about the windpark? (1)

- (b) Where is it located? (1)

- (c) How long did the project take? (1)

- (d) What will the project hope to achieve? (1)

- (e) How are RWE hoping to change their electricity production? Write **two** details. (2)
 •
 •
- (f) Write **one** positive and **one** negative opinion about the planned project. (2)
 •
 •

UNIT 3: READING (60 marks)

MARK SCHEME

General Advice

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all.

A detailed mark scheme is provided but further answers will be discussed at the examiners' conference in the light of candidates' scripts.

Figures and numbers are acceptable and this is stated in the notes to candidates.

Additional incorrect information given by the candidate must be disregarded as long as the correct answer has been given unless the incorrect information obviously contradicts or modifies what has been written.

When extra boxes are ticked or additional answers given, the correct answers are credited and the incorrect ones subtracted. If candidates hedge their bets (give two contradictory answers), the marks awarded are $+1 -1 = 0$.

Where information given for example in brackets or with an oblique (unless considered an alternative answer) makes the answer more ambiguous a mark is deducted.

On some occasions there may be only a partial, incomplete or ambiguous answer and we need to look at these on an individual basis.

Answers in English which have English spelling which is incorrect but understandable and which does not interfere with the message communicated will be generally accepted. Answers in German which have German spelling which is incorrect but understandable will be generally accepted.

Translation into English

Suggested translations of each sentence or passage are provided in the mark scheme. Each sentence or section is credited with 1 or 0 marks. Possible alternatives will be looked at on an individual basis. English spelling which is incorrect but understandable and does not interfere with the message communicated will be generally accepted.

The marks awarded for each question should be shown in the margin by the question. These should be totalled and the total shown at the bottom of the margin on the final page.

Marking reminders

- Ensure marks awarded tally with the number of marks allocated
- Check the number of details required in the response
- Check mathematical additions when totalling marks

The following pages contain the mark schemes for both Foundation and Higher Tier.

UNIT 3

FOUNDATION TIER READING (60 marks)

Question 1

(6 marks)

1

- (a) What is the advert about? (1)

shopping	
recycling	✓
concerts	

- (b) What is collected on Tuesday? (1)

paper	✓
food	
glass	

- (c) What colour bin is used for glass? (1)

green	✓
blue	
white	

- (d) What food is NOT collected? (1)

fruit and vegetable peelings	
apples and pears	
meat and fish	✓

2.

- (e) The notice asks you not to.....? (1)

.....eat in the street.	
.....put plastic bags with food on the street.	✓
...throw rubbish on the street.	

- (f) What is the problem? (1)

pollution.	
foxes	
rats	✓

Question 2

(6 marks)

Ich möchte ...

an einer Universität studieren	Mia
in einer Werkstatt arbeiten	Jens
in einem Tierheim arbeiten	Lotte
mit Teenager arbeiten	
Schwimmstunden haben	
in einer Grundschule arbeiten	Paulina
in der Modeindustrie arbeiten	Mehmet
an einer Universität arbeiten	
um die Welt reisen	Andreas

Question 3

(6 marks)

(a) Die Trampoline sind ... (1)

mittelgroß	
sehr groß.	✓
klein.	

(b) besuchen die Attraktion. (1)

nur deutsche Touristen	
amerikanische Touristen	
europäische Touristen	✓

(c) Für Gruppen ist es ... (1)

billiger.	✓
lustiger.	
teurerer.	

(d) Preise findet man ... (1)

im Internet	✓
in einer Broschüre	
in der Zeitung	

(e) Es ist geöffnet. (1)

nur im Sommer	
täglich	✓
nur am Samstag	

(f) Am besten trägt man ... (1)

Sandalen	
Jeans	
Turnschuhe	✓

Question 4

(6 marks)

- (a) Die Texte handeln sich um ...? (1)

Probleme mit Eltern.	
Jugendliche und Handys.	✓
Internetprobleme.	

- (b) Zehra ...? (1)

fotografiert gern.	✓
telefoniert gern.	
geht gern einkaufen.	

- (c) Zehra hat ihr Handy? (1)

verkauft.	
in der Schule verloren.	
nicht mehr benutzen können.	✓

- (d) Lukas möchte ...? (1)

ein Smartphone.	
eine bessere Batterie.	
ein kleineres Handy.	✓

- (e) Anna interessiert sich für ...? (1)

Mode.	
moderne Technologie.	✓
Informatik.	

- (f)findet das iPhone teuer? (1)

Annas Mutter	✓
Annas Vater	
Anna	

Question 5

(6 marks)

- (a) the biggest beer festival (in the world) (1)
 (b) September (1)
 (c) all around the world (1)
 (d) beer drinkers(people who like beer) / the whole family (2)
 (e) firework display (at midnight)(1)

Question 6

(6 marks)

- (a) the holidays (1)
- (b) sleep in (1)
- (c) her mum wakes her up/turns up the television (1)
- (d) Any 2: homework / (learn) English vocabulary / (solve) maths sums (2)
- (e) sit in the café around the corner (1)

Question 7

(6 marks)

- (a) four (hours) (1)
- (b) watching TV (1)
- (c) reading (thrillers) / going to sports centre (2)
- (d) shopping / telephoning friends (2)

Question 8

(6 marks)

- (a) wasn't interested in doing one / thought it would be a waste of time (any 1) (1)
- (b) learnt lots (1) / was offered a part-time job (1) (2)
- (c) he doesn't want to work in a sports centre / he would like a creative job (any 1) (1)
- (d) boring tasks / photocopying / making coffee (any 1) (1)
- (e) doing a longer placement / having more responsibility (any 1) (1)

Question 9

(6 marks)

- (a) (barely) three hours (1)
- (b) anything (they wanted to)/ they had free time (1)
- (c) they were allowed out until 11/ they had to be back by 11 (1)
- (d) don't want an organised tour / want to explore on foot (1)
- (e) the Americans see it as a tourist attraction (like Disneyland) / the Germans found it awful/dreadful (2)

Question 10 Translation**(6 marks)**

German	*Reward 1 mark for each section
Leider habe ich heute eine Doppelstunde Mathematik.	Unfortunately I have double maths today.
Ich habe Mathe nie gern gelernt,	I've never enjoyed Maths.
weil ich schlechte Noten bekomme.	because I get bad grades.
Ich finde das sehr kompliziert.	I find it very complicated.
Letztes Jahr habe ich es einfacher gefunden.	I found it easier last year.
Der Lehrer hat mir geholfen.	The teacher helped me.

*To be discussed at examiners' conference

UNIT 3

READING HIGHER TIER (60 marks)

MARK SCHEME

Question 1

(6 marks)

- (a) wasn't interested in doing one / thought it would be a waste of time (any 1) (1)
- (b) learnt lots (1) / was offered a part-time job (1) (2)
- (c) he doesn't want to work in a sports centre / he would like a creative job (any 1) (1)
- (d) boring tasks / photocopying / making coffee (any 1) (1)
- (e) doing a longer placement / having more responsibility (any 1) (1)

Question 2

(6 marks)

- (a) (barely) three hours (1)
- (b) anything (they wanted to)/ they had free time (1)
- (c) they were allowed out until 11/ they had to be back by 11 (1)
- (d) don't want an organised tour / want to explore on foot (1)
- (e) the Americans see it as a tourist attraction/like Disneyland / the Germans found it awful/dreadful (2)

Question 3

(6 marks)

		Karl	Luisa	Karl <u>UND</u> Luisa
(a)	Ich möchte andere Länder besuchen.			✓
(b)	Es gibt nicht genug Arbeitsplätze.		✓	
(c)	Ich muss Geld sparen.	✓		
(d)	Ich habe Erfahrung in der Arbeitswelt.		✓	
(e)	Ich habe wenig Zeit.	✓		
(f)	Ich kenne viele Leute in der Arbeitswelt.		✓	

Question 4

(6 marks)

- (a) Frozen Jogurt hatweniger Kalorien als Eis (1)

immer	
manchmal	✓
nie	

- (b) Viele Leute kaufen Frozen Jogurt, weil sie wollen. (1)

Geld sparen	
abnehmen	✓
zunehmen	

- (c) Die Alternative ist oft ... (1)

ungesünder.	✓
gesünder.	
billiger.	

- (d) Viele Leute finden das ... (1)

einfach zu glauben.	
sehr lustig	
schwer zu glauben.	✓

- (e) Für mehr muss man die Speisekarte lesen. (1)

Informationen	✓
Alternativen	
Kontaktetails	

- (d) sind gesünder. (1)

Wasser und Apfelsaft	
Obst und Gemüse	✓
Bio-Produkte	

Question 5

(6 marks)

		Swansea	Cardiff	Tenby	Bangor	
(a)	Ich will ein Festival im Juli besuchen.		✓			(1)
(b)	Ich sehe gern Wettbewerbe.				✓	(1)
(c)	Ich sehe gern Theaterstücke im Freien.			✓		(1)
(d)	Ich mag traditionelle Musik.	✓				(1)
(e)	Ich will Geld gewinnen.				✓	(1)
(f)	Ich interessiere mich nur für Essen aus Wales.			✓		(1)

Question 6

(8 marks)

- (a) the school doesn't look very modern (1)
- (b) mobile phones used to be banned (1) / now use tablets/smartphones in lessons (1)
- (c) motivation / all students want to be involved (any 1) (1)
- (d) students with autism / students who can't speak (2)
- (e) government have invested 2 million Euros in e-books / school can't afford to buy important Apps (2)

Question 7**(8 marks)**

- (a) he's annoyed that she thinks he'd do something so stupid (1)
- (b) the exact (departure and arrival) times of the trains (1)
- (c) as a hairdresser / washing (blond and brown) hair/ works hard (any 2) (2)
- (d) she is ill /has to go to bed/ the doctor gives er medicine (1)
- (e) he looks after her when she is ill / he cooks for them (both) (any 1) (1)
- (f) very good/he loves her very much/ he is a model son/blue-eyed boy/they support each other (any 1) (1)
- (g) getting good marks/grades/results in school/ telling his mum his good marks/getting praise (any 1) (1)

Question 8**(8 marks)**

- (a) it's going to be the biggest in the world (1)
- (b) in the Irish sea / off the coast of Wales (any 1) (1)
- (c) two years (1)
- (d) to supply 400 000 british homes (1)
- (e) less reliance on coal or nuclear power /increase use of renewable energy / increase it from 5% to 30% (any 2) (2)
- (f) create more jobs / clean energy / better than nuclear power (1) look awful / too expensive (1)

Question 9 Translation**(6 marks)**

German	*Reward 1 mark for each section
Letztes Jahr bin ich mit meinen Eltern nach Italien gefahren.	Last year I went to Italy with my parents.
Wir mussten mit dem Zug fahren, weil es billiger war.	We had to go by train, because it's cheaper.
Die Reise war sehr langweilig,	The journey was very boring
und meine Schwester ging mir auf die Nerven.	and my sister annoyed me.
Nächsten Sommer möchte ich mit meinen Freunden nach Spanien fahren.	Next summer I'd like to go to Spain with my friends.
Es ist natürlich teurer, aber meiner Meinung nach ist es besser.	It's obviously more expensive, but in my opinion it's better.

*To be discussed at examiners' conference

Candidate Name	Centre Number				Candidate Number			
					0			

**GCSE****GERMAN****UNIT 4****WRITING****SAMPLE ASSESSMENT PAPER****FOUNDATION TIER 1 hour 15 minutes****INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** the questions.

Write your answers in the spaces provided in this question paper.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

This paper carries 60 marks. The number of marks for each question or part-question is given in brackets. You are advised to divide your time accordingly. A total of 16 marks will be awarded for knowledge of, and accurate application of grammar and structures in the assessment (6 in Question 2 and 10 in Question 3).

Question 1 – Current and Future Study and Employment

(12 marks)

Write a full sentence in German for each of the headings.

Description of school	
Subjects you study	
How you travel to school	
The school day	
Uniform	
What you do at lunchtime	

Question 2 – Identity and Culture

(16 marks)

Schreib eine E-Mail an deine deutsche Freundin. Gib **Informationen** und **Meinungen** zu folgenden Themen:

- deine Hobbys
- Computerspiele
- Sportklubs

Schreib ungefähr **50 Wörter** **auf Deutsch.**



To:

Subject:

.....

.....

.....

.....

.....

.....

.....

.....

.....

Question 3 – Wales and the World

(20 marks)

Schreib ein Blog über deine Ferien.

Du musst Informationen zu folgenden Themen geben:

- Was für Urlaub du normalerweise machst
- Was du letzten Sommer gemacht hast und deine Meinungen
- Was du nächstes Jahr machen wirst

Schreib ungefähr **100** Wörter **auf Deutsch.**

A large rectangular box containing 15 horizontal dotted lines for writing the answer.

A large rectangular box with a solid black border, containing 20 horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the box.

Question 4 – Translation

(12 marks)

Translate the sentences **into German.**

- | | |
|--|-----|
| (a) I have a computer in my bedroom. | (2) |
| (b) I think computer games are great. | (2) |
| (c) There is a ban on mobile phones in school. | (2) |
| (d) I bought a new mobile phone last month. | (3) |
| (e) How often do you usually use social media? | (3) |

(38 words)

Write your answer in the space below.

(a)
(b)
(c)
(d)
(e)

Candidate Name	Centre Number				Candidate Number			
					0			

**GCSE****GERMAN****UNIT 4****WRITING****SAMPLE ASSESSMENT PAPER****HIGHER TIER 1 hour 30 minutes****INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** the questions.

Write your answers in the spaces provided in this question paper.

For Questions 1 and 2 you must write in paragraphs using complete sentences.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

This paper carries 60 marks. The number of marks for each question or part-question is given in brackets. You are advised to divide your time accordingly. A total of 20 marks will be awarded for knowledge of, and accurate application of grammar and structures in the assessment (10 in Question 1 and 10 in Question 2).

Question 1 – Wales and the World

(20 marks)

Schreib ein Blog über deine Ferien.

Du musst Informationen zu folgenden Themen geben:

- Was für Urlaub du normalerweise machst
- Was du letzten Sommer gemacht hast und deine Meinungen
- Was du nächstes Jahr machen wirst

Schreib ungefähr **100** Wörter **auf Deutsch.**

A large rectangular box containing 15 horizontal dotted lines for writing the answer.

Question 2 – Identity and Culture

(28 marks)

Schreib einen Artikel für eine Webseite **oder** einen Brief an eine Zeitung. Wähl **ein** Thema.

Gib **Informationen, Beispiele** und **Erklärungen** für deine **Meinungen**. Du kannst die Punkte als Hilfe benutzen.

Choose :

EITHER

(a) **Junge Leute und Technologie.**

- Wie wichtig Technologie ist.
- Die negative Aspekte der Technologie.
- Beschreib, wie du Technologie neulich benutzt hast.

OR

(b) **Wie gesund bist du ?**

- Wie wichtig ein gesundes Leben ist.
- Die Vorteile von Sport.
- Was du letzte Woche gemacht hast, um gesund zu bleiben.

Schreib ungefähr **150** Wörter **auf Deutsch.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

A large rectangular box with a solid black border, containing 20 horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the box.

Question 3 – Translation

(12 marks)

Translate the paragraph **into German.**

I worked in a leisure centre near my house. The work was interesting, but the customers were annoying. I had to sell tickets every day and sometimes work in the restaurant. In my opinion, it's important to earn lots of money. In the future, I would like to work abroad to improve my languages.

(54 words)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

UNIT 4: WRITING (60 marks)

MARK SCHEME

General Advice

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all.

Particular attention should be paid to the following instructions regarding marking.

- Examiners must be positive in their approach. Look for opportunities to reward rather than penalise.
- Make sure that you are familiar with the questions and the relevant mark schemes.
- Familiarise yourself with the descriptors for each section of each assessment grid. See information below regarding advice on awarding marks using banded mark schemes.
- For questions at Foundation and Higher tier where an approximate word count is advised, the whole task must be marked and no marks are to be deducted for exceeding the word limit.

Translation into German

Suggested translations of each sentence or passage are provided in the mark scheme and will be further discussed at the examiners' conference in the light of candidates' scripts. Possible alternatives will be looked at on an individual basis.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Examiners should first read and annotate a candidate's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors match the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

The following pages contain the mark scheme and assessment grids for both Foundation and Higher tier. In addition, examiners should ensure they are familiar with the grammar requirements in Appendix B of the specification.

When using the assessment grids for Question 2 Foundation tier, Communication and content and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one skill are not automatically precluded from accessing higher marks in the other. Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for both Communication and content and Linguistic knowledge and accuracy will be awarded.

When using the assessment grids for Question 3 (Foundation tier) and Question 1 (Higher tier), Communication and content and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another. Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

When using the assessment grids for Question 2 Higher tier, Communication and content, and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another. Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

MARK SCHEME**FOUNDATION TIER (60 marks)****Question 1****(12 marks)**

The candidate will be required to provide 6 responses. In order to be awarded the maximum 2 marks for each response candidates must provide answers which are in full sentences. Marks for each response will be awarded as follows:

Conveying meaning:

2	Meaning fully conveyed with a good degree of accuracy. Minor errors (such as incorrect gender, agreement, etc.) may be present.
1	Meaning partially conveyed. Errors (such as incorrect tense, use of a verb, etc.) may be present.
0	Inappropriate or no response.

Example

2 marks	*1 mark
e.g. Meine Schule ist modern	e.g. Schule modern
e.g. Ich lerne Mathe und Deutsch	e.g. Mathe
e.g. Ich fahre mit dem Bus	e.g. mit dem Bus
e.g. Die Schule beginnt um neun Uhr	e.g. Schule 9 Uhr
e.g. Ich trage eine Krawatte	e.g. Krawatte rot
e.g. Ich esse in der Kantine	e.g. Kantine Pizza

*To be discussed at examiners' conference

Guidance for examiners

Candidates are instructed in the question paper to write in complete sentences and must provide a response with a verb in order to gain maximum marks.

Question 2**(16 marks)**

Marks will be awarded for Communication and content and Linguistic knowledge and accuracy.

Band	Marks	Communication and content
5	9-10	<ul style="list-style-type: none"> Response is mainly clear and coherent in many sections but is occasionally ambiguous. Some facts, ideas and opinions (as appropriate to the task) presented are fairly detailed but occasionally are not relevant.
4	7-8	<ul style="list-style-type: none"> Response is fairly clear and coherent in some sections but is often ambiguous. Some facts, ideas and opinions (as appropriate to the task) presented contain some detail but are fairly often not relevant.
3	5-6	<ul style="list-style-type: none"> Response in a few parts has some clarity and coherence but is frequently ambiguous. A few facts, ideas and opinions (as appropriate to the task) contain a little detail but are frequently not relevant.
2	3-4	<ul style="list-style-type: none"> Response in most parts has little clarity and coherence and is mainly ambiguous. Very few facts, ideas and opinions (as appropriate to the task) are presented and are mostly not relevant.
1	1-2	<ul style="list-style-type: none"> Response in most parts is mainly obscure, incoherent and ambiguous. Isolated facts and opinions (as appropriate to the task) are presented but are mostly not relevant.
0	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted.

Band	Marks	Linguistic knowledge and accuracy
3	5-6	<ul style="list-style-type: none"> A simple range of vocabulary and grammatical structures is used. A good level of accuracy when using simple structures, though errors are often present when attempting more complex structures.
2	3-4	<ul style="list-style-type: none"> Basic vocabulary and grammatical structures used. Some accuracy demonstrated when using simple structures, very occasional attempts at complex structures.
1	1-2	<ul style="list-style-type: none"> Uses a very limited range of vocabulary and grammatical structures. Occasional accuracy demonstrated.
0	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted.

Guidance for Examiners

Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for both Communication and content and Linguistic knowledge and accuracy will be awarded.

Candidates are required to address the three compulsory bullet points and write approximately 50 words overall.

A simple range of vocabulary will include common and familiar words. A simple range of grammatical structures will include simple word order and short, simple sentences using common structures. Complex structures will include varied and more complex word order and extended sentences with a range of structures such as conjunctions, pronouns and adverbs.

Assessment Grid for Unit 4: Writing Question 3 Foundation Tier/ Question 1 Higher Tier**(20 marks)**

Band	Marks	Communication and content	Marks	Linguistic knowledge and accuracy
5	9-10	<ul style="list-style-type: none"> • A very good response. Relevant information presented to meet all requirements of the task. • Facts, ideas and opinions (as appropriate to the task) expressed are clear. 	9-10	<ul style="list-style-type: none"> • A good variety of vocabulary and grammatical structures used, including attempts at complex structures. • A very good level of accuracy with mainly minor errors. References to past, present and future events are mainly successful. • Style and register are appropriate with minor lapses.
4	7-8	<ul style="list-style-type: none"> • A good response. Relevant information presented to meet almost all requirements of the task with minor omissions. • Facts, ideas and opinions (as appropriate to the task) expressed are mostly clear. 	7-8	<ul style="list-style-type: none"> • A reasonable variety of vocabulary and grammatical structures used, including some attempts at complex structures. • A good level of accuracy with occasional major errors and more frequent minor errors. References to past, present and future events are attempted but may not always be successful. • Style and register are mostly appropriate.
3	5-6	<ul style="list-style-type: none"> • A reasonable response. Relevant information presented to meet most of the requirements of the task. • Facts, ideas and opinions (as appropriate to the task) expressed are generally clear but lapses are likely. • 	5-6	<ul style="list-style-type: none"> • Some variety of vocabulary and grammatical structures used including occasional attempts at complex structures. • A generally good level of accuracy with more frequent major errors and frequent minor errors. References to past, present and future events are attempted with limited success. • Style and register may not always be appropriate.
2	3-4	<ul style="list-style-type: none"> • A basic response. Relevant information presented to meet some of the requirements of the task. • Some facts, ideas and opinions (as appropriate to the task) expressed are sometimes clear but the message breaks down occasionally. 	3-4	<ul style="list-style-type: none"> • A simple range of vocabulary and grammatical structures used. • Some accuracy when using simple structures, though errors are often present. • Limited awareness of style and register.
1	1-2	<ul style="list-style-type: none"> • A limited response. Relevant information presented to meet some aspect of the requirements of the task. • Facts, ideas and opinions (as appropriate to the task) expressed are often not clear and the message may break down frequently. 	1-2	<ul style="list-style-type: none"> • Little variety of vocabulary, and very simple grammatical structures used. • Limited accuracy demonstrated. • Little or no awareness of style and register.
0	0	<ul style="list-style-type: none"> • Response not worthy of credit or not attempted. 	0	<ul style="list-style-type: none"> •

Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

Guidance for examiners - Linguistic knowledge and accuracy

- (a) A good variety of vocabulary will include common and familiar and less common and less familiar words. A good variety of grammatical structures will include simple word order and short, simple sentences using common structures. Complex structures will include varied and more complex word order and extended sentences with a range of structures such as conjunctions, pronouns and adverbs.
- (b) When assessing style and register, the following will be taken into account:
- the appropriateness of the piece for the intended audience (e.g. a friend, peers, tourists, teachers) and the appropriate register (formal or informal), including verbs and possessive adjectives, is used consistently throughout, as appropriate to the level

Question 4 –Translation**(12 marks)**

Marks for translation will be awarded for conveying meaning and for application of grammatical knowledge and structures.

For each question (4a, 4b and 4c), marks of 0-1-2 will be awarded as follows:

2	Meaning fully conveyed. Grammatical structures correct with very minor errors (such as incorrect accents, genders, agreements, etc.).
1	Meaning partially conveyed but grammatical structures used are correct; or meaning conveyed but grammatical structures incorrect.
0	Inappropriate or no response. None of the required information is conveyed.

The maximum mark for conveying meaning and for application of grammatical knowledge and structures for this section is 6, as there are three sections to be translated.

For each question (4d and 4e), marks of 0-1-2-3 will be awarded as follows:

3	Meaning fully conveyed. Grammatical structures correct with very minor errors (such as incorrect accents, genders, agreements, etc.).
2	Meaning partially conveyed but grammatical structures used are correct; or meaning conveyed but grammatical structures incorrect.
1	Little meaning conveyed. Isolated words are communicated.
0	Inappropriate or no response. None of the required information is conveyed.

The maximum mark for conveying meaning and for application of grammatical knowledge and structures in this section is 6, as there are two sections to be translated.

The total number of marks available for the translation task as a whole is 12.

To aid examiners in awarding marks for conveying meaning and for application of grammatical knowledge and structures, possible alternative answers will be discussed and agreed at conference. Where candidates have adopted a different approach, examiners are advised to discuss this with their Principal Examiner or Team Leader.

English	3 Marks	*2 marks	*1 mark
I have a computer in my bedroom.	N/A	<i>Ich habe einen Computer in meinem Schlafzimmer.</i>	Ich haben/hast etc
I think computer games are great.	N/A	<i>Ich denke, dass Computerspiele toll sind/Meiner Meinung nach sind Computerspiele toll.</i>	Computerspiele ist gut
There is a ban on mobile phones in school.	N/A	<i>Es gibt ein Handyverbot in der Schule/Handys sind in der Schule nicht erlaubt.</i>	Kein Handy in der Schule
I bought a new mobile phone last month.	Ich habe letzten Monat ein neues Handy gekauft	Ich habe..gekauft/Ich habe gekauft ...	Ich gekauft ein Handy
How often do you usually use social media?	Wie oft benutzt du normalerweise soziale Medien?	Wie oft benutzt du soziale Medien?	Wie oft soziale Medien?

*To be discussed at examiners' conference

UNIT 4

WRITING HIGHER TIER (60 marks)

MARK SCHEME

Question 1

(20 marks)

Marks will be awarded for Communication and content and Linguistic knowledge and accuracy.

See Assessment Grid for Foundation Tier Question 3/Higher Tier Question 1

Candidates are required to address the three compulsory bullet points and write approximately 100 words overall. The candidate must provide some evidence of coverage of all bullet points in order to access the full mark range.

When assessing style and register, the following will be taken into account:

- the appropriateness of the piece for the intended audience (e.g. a friend, peers, tourists, teachers) and the appropriate register (formal or informal), including verbs and possessive adjectives, is used consistently throughout, as appropriate to the level

Question 2

(28 marks)

Marks will be awarded for Communication and content and Linguistic knowledge and accuracy.

See Assessment Grid for Higher Tier Question 2

Guidance for examiners

Candidates may use the three bullet points provided but are not limited to them. The content must however be relevant to the main theme of the task. Candidates are required to write approximately 150 words.

- (a) A very good variety of vocabulary will include common and less common, and familiar and less familiar words. Complex grammatical structures will include varied and complex word order, extended sentences with a range of structures such as conjunctions, pronouns and adverbs (see Grammar list in Appendix B of the specification with grammar items that are specific to Higher Tier).
- (b) When assessing style and register, the following will be taken into account:
 - the appropriateness of the piece for the intended audience (e.g. a friend, peers, tourists, teachers) and
 - the appropriate register (formal or informal), including verbs and possessive adjectives, is used consistently throughout, as appropriate to the level

Assessment Grid for Unit 4: Writing Question 2 Higher Tier**(28 marks)**

Band	Marks	Communication and content	Marks	Linguistic knowledge and accuracy
5	16-18	<ul style="list-style-type: none"> An excellent response. Relevant and very detailed information presented in relation to the task. Facts, ideas and opinions (as appropriate to the task) are clearly expressed and justified. Communication is clear with little or no ambiguity. 	9-10	<ul style="list-style-type: none"> A very good variety of vocabulary and grammatical structures, including complex structures. A very good level of accuracy. References to past, present and future events are successful. Style and register are appropriate.
4	12-15	<ul style="list-style-type: none"> A very good response. Relevant information with some detail presented in relation to the task. Facts, ideas and opinions (as appropriate to the task) are expressed and justified. Communication is mostly clear but with a few ambiguities. 	7-8	<ul style="list-style-type: none"> A good variety of vocabulary and grammatical structures is used, including complex structures. A very good level of accuracy with some minor errors and occasional major errors. References to past, present and future events are almost always correct. Style and register are appropriate with only minor lapses..
3	8-11	<ul style="list-style-type: none"> A good response. Mostly relevant information presented in relation to the task. Facts, ideas and opinions (as appropriate to the task) are expressed with occasional justification. Communication is usually clear but with some ambiguities. 	5-6	<ul style="list-style-type: none"> A variety of vocabulary and grammatical structures is used including some complex structures. A reasonable level of accuracy. Minor errors are likely and there may be some major errors. References to past, present and future events are usually correct. Style and register may not always be appropriate.
2	4-7	<ul style="list-style-type: none"> A reasonable response. Some relevant information presented in relation to the task. Some facts, ideas and opinions (as appropriate to the task) are expressed. Communication is sometimes clear but there may be instances where messages break down. 	3-4	<ul style="list-style-type: none"> A simple range of vocabulary and grammatical structures is used. A good level of accuracy when using simple structures, though errors are often present when attempting more complex structures. References to past, present and future events are occasionally correct. Limited awareness of style and register.
1	1-3	<ul style="list-style-type: none"> A basic response. Little relevant information presented in response to the task. Facts, ideas and opinions (as appropriate to the task) are occasionally expressed. Communication may not be clear with instances where messages break down. 	1-2	<ul style="list-style-type: none"> Little variety of vocabulary, and simple grammatical structures used. There may be major errors and frequent minor errors. References to past, present and future events have limited success. Little or no awareness of style and register.
0	0	<ul style="list-style-type: none"> Response not worthy of credit or not attempted. 	0	Response not worthy of credit or not attempted

Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

Question 3 - Translation**(12 marks)**

Marks for translation will be awarded for conveying meaning and for application of grammatical knowledge and structures.

The translation will be divided into five sections. For each section (a, b and c), marks of 0-1-2 will be awarded as follows:

2	Meaning fully conveyed. Grammatical structures correct with very minor errors (such as accents, genders, agreements, etc.).
1	Meaning partially conveyed but grammatical structures used are correct; or meaning conveyed but grammatical structures incorrect.
0	Inappropriate or no response. None of the required information is conveyed.

The maximum mark for conveying meaning and for application of grammatical knowledge and structures for this section is 6, as there are three sections to be translated.

For each section (d and e), marks of 0-1-2-3 will be awarded as follows:

3	Meaning fully conveyed. Grammatical structures correct with very minor errors (such as accents, genders, agreements, etc.).
2	Meaning partially conveyed but grammatical structures used are correct; or meaning conveyed but grammatical structures incorrect.
1	Little meaning conveyed. Isolated words are communicated.
0	Inappropriate or no response. None of the required information is conveyed.

The maximum mark for conveying meaning and for application of grammatical knowledge and structures in this section is 6, as there are two sections to be translated.

The total number of marks available for the translation task as a whole is 12.

To aid examiners in awarding marks for conveying meaning and for application of grammatical knowledge and structures possible alternative answers will be discussed and agreed at conference. Where candidates have adopted a different approach, examiners are advised to discuss this with their Principal Examiner or Team Leader.

English	3 Marks	*2 marks	*1 mark
I worked in a leisure centre near my house.	N/A	Ich habe in einem Freizeitzentrum in der Nähe von meinem Haus gearbeitet.	Ich habe...gearbeitet
The work was interesting, but the customers were annoying.	N/A	Die Arbeit war interessant, aber die Kunden waren ärgerlich.	waren/war
I had to sell tickets every day and sometimes work in the restaurant.	N/A	Ich musste jeden Tag/täglich Karten verkaufen, und manchmal im Restaurant arbeiten.	Ich habe ... verkauft/gearbeitet
In my opinion, it's important to earn lots of money.	Meiner Meinung nach ist es wichtig, viel Geld zu verdienen. (Accept Ich glaube/denke etc)	In meiner Meinung/sind/	Geld ist wichtig
In the future, I would like to work abroad to improve my languages.	In der Zukunft möchte ich im Ausland arbeiten, um meine (Fremd)sprachen zu verbessern	Ich möchte im Ausland arbeiten. Ich möchte meine (Fremd)sprachen verbessern.	

*To be discussed at examiners' conference