edexcel

International GCSE

German (4GN0)

Specification

First examination June 2014

Issue 3

This specification is Issue 3. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

Introduction

The Edexcel International GCSE in German is designed for use in schools and colleges. It is part of a suite of qualifications offered by Edexcel.

Key subject aims

This qualification enables students to:

- develop understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- develop understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- develop the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- develop the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- develop a knowledge and understanding of the target language grammar and its practical application
- develop a knowledge and understanding of countries and communities where the target language is spoken
- develop positive attitudes towards modern foreign language learning
- acquire a suitable foundation for further study of the target language, or another language.

Key features and benefits of the qualification

This qualification has been developed:

- to provide breadth, stretch and challenge
- to enable students to show what they know, understand and can do within a clearly defined list of topic and sub-topic areas
- to provide a single tier of entry which tests the whole ability range
- to provide written assessment in listening, reading and writing skills
- to provide assessment rubrics in both English and the target language in both Paper 1 and Paper 2
- to provide assessment of spoken language
- to provide 100% external assessment
- to provide progression to GCE AS and Advanced GCE level, and other equivalent qualifications.

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Specification at a glance

Edexcel International GCSE in German qualification

This qualification comprises three external assessments, Paper 1, Paper 2 and Paper 3.

Each paper is targeted at grades A* to G.

Students who fail to achieve grade G for their overall qualification will be awarded 'Ungraded'.

Paper 1: Listening	**Paper code: 4GN0/01**
• Externally assessed • Availability: June series • First assessment: June 2014	**25% of the International GCSE qualification**
Overview of content: • home and abroad • education and employment • house, home and daily routines • the modern world and the environment • social activities, fitness and health.	
Overview of assessment: • Assessment is a 40-minute examination paper set and marked by Edexcel, plus five minutes' reading time. • The total number of marks for the paper is 50.	

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Paper 2: Reading and Writing	**Paper code: 4GN0/02**
• Externally assessed • Availability: June series • First assessment: June 2014	**50 % of the International GCSE qualification**
Overview of content: • home and abroad • education and employment • house, home and daily routines • the modern world and the environment • social activities, fitness and health.	
Overview of assessment: • Assessment is through an examination paper lasting 1 hour and 30 minutes, set and marked by Edexcel. • The total number of marks for the paper is 60, with 30 marks for reading and 30 marks for writing.	

Paper 3: Speaking	**Paper code: 4GN0/03**
• Externally assessed • Availability: June series • First assessment: June 2014	**25 % of the International GCSE qualification**
Overview of content: • home and abroad • education and employment • house, home and daily routines • the modern world and the environment • social activities, fitness and health.	
Overview of assessment: • maximum 10 minutes • the total number of marks for the paper is 40.	

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Qualification content

Knowledge and understanding

The qualification requires students to develop their knowledge of vocabulary and structures in a range of settings which:

- are of relevance and interest to the student
- correspond to the student's level of maturity
- reflect, and are appropriate to, the culture of countries and communities where the German language is spoken.

Skills

This qualification gives students the opportunity to:

- develop their ability to listen to and understand the spoken German language in a range of contexts and a variety of styles
- read and respond to different types of written language
- communicate in writing
- understand and apply a range of vocabulary and structures
- develop effective language learning and communication skills
- communicate in speech for different purposes.

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Assessment

All questions in each paper will be in the target language (German). Students will be required to answer in the target language. Rubrics will be in the target language and in English.

Students must not use dictionaries for any of the examination papers.

Paper 1: Listening

Assessment overview

- Assessment is a 40-minute examination paper, plus five minutes' reading time. The paper is set and marked by Edexcel.
- The total number of marks for the paper is 50.

The examination will cover a range of topic areas selected from those listed on page 11. The examination will consist of several short recordings played by the invigilator. Students will have five minutes' reading time to read through the paper and familiarise themselves with it before the recordings are played. The recordings, each of which will be heard twice, will last no longer than 40 minutes including pauses. All texts will be spoken by German speakers.

Students will be required to listen to a range of factual and non-factual material of varying lengths, in different contexts and in different registers.

The extracts will increase in length. The first passages will be the shortest and will be tested through non-verbal responses, such as ticked boxes or matching exercises. Subsequent passages will be tested through a range of question types, both verbal and non-verbal.

The grammatical accuracy of students' language will **not** be assessed in this paper. Answers written in English will score no marks.

Students will be assessed on their ability to:

- identify and note main points
- deduce the meaning of words from context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions.

The question types

Question types, written in the target language, used in the Paper 1 listening test may include:

- grid, form or plan completion
- multiple choice
- box ticking
- note taking
- gap filling
- true or false
- matching, for example –
  - ideas or sequences with pictures
  - a named person with a statement
- summary.

Detailed instructions for the conduct of this paper are available in *Appendix 2: Instructions for the conduct of examinations (Papers 1 and 2)*.

Paper 2: Reading and Writing

Assessment overview

- Assessment is through an examination paper lasting 1 hour and 30 minutes, set and marked by Edexcel.
- The total number of marks for the paper is 60, with 30 marks for reading and 30 marks for writing.

Reading

Students will be required to read a range of authentic factual and non-factual written material of varying length, in different registers and contexts, and from different sources. These may include advertisements, short passages, letters, information leaflets, faxes, emails, website pages, newspaper and magazine articles. The texts will be related to the topic areas on page 11.

The aim of the reading tasks is to assess students' abilities in understanding and using information from a range of texts of increasing length.

The questions will require a combination of non-verbal responses and answers in German. In order to answer the questions, students will need to use a range of reading techniques such as skimming, scanning and in-depth reading for details. Grammatical accuracy will not be assessed in this part of the paper.

Assessment of the reading section

Students will be assessed on their ability to:

- identify and note main points
- deduce the meaning of words from context

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- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions
- understand grammatical structures and functions, in context.

Question types in the reading section

A range of question types, written in the target language, will be used, which may include:

- grid, form or plan completion
- multiple choice
- true or false
- box ticking
- note taking
- gap filling
- matching, for example –
  - words from the text with synonyms, antonyms or definitions
  - summary sentences with different paragraphs of the text
  - two halves of one sentence
  - ideas or sequences with pictures
  - a named person with a statement
- summary.

Writing

In the first extended writing task (question 3b), students will be required to write about 50 words in the target language, on a topic related to the preceding reading passage. The response will be assessed for communication and content and knowledge and application of language according to the assessment criteria on page 12.

For the second piece of extended writing (question 6), students will select **one** writing task from a choice of three. They will be expected to write a continuous response, of about 150 words, in German. Students aiming at grade C and above will be expected to express opinions and to use a variety of structures, including a range of tenses.

The tasks for question 6 will encompass a variety of writing styles, such as narrative, descriptive, discursive, and a range of formats such as a formal or informal letter, a report, an article, a page from a diary, the script of a speech etc.

The 20 marks available for question 6 will be sub-divided into 10 marks for communication and content, 5 marks for knowledge and application of language, and 5 marks for accuracy. This question is marked according to the assessment criteria on page 13.

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Paper 3: Speaking

Assessment overview

- Maximum 10 minutes.
- The total number of marks for the paper is 40 (20 marks for Section A, 20 marks for Section B).

The speaking test will recognise the achievement of the student in speaking the target language.

The test will be divided into **two** sections. Each student chooses the topic area for Section A; the centre-appointed interviewer chooses **two** additional topic areas for the two conversations in Section B. Overall, each student will have covered three of the five topic areas listed on page 11. Edexcel will review each candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*) to ensure that a range of topics has been covered.

Section A: Presentation and discussion based on a single picture

- Maximum four minutes:
  - Presentation: maximum of one minute.
  - Discussion: maximum of three minutes.

Students will give a presentation for up to **one minute** on a picture they have chosen. A discussion with the centre-appointed interviewer will then follow, for up to **three minutes**. The discussion must relate to the picture, but may also include some questions prompted by the picture the student has chosen.

Stage 1 – Teaching and Learning

As part of the teaching and learning phase for this assessment, each student must choose a single picture based on a topic area from page 11 in advance of the speaking exam. The student must write the relevant topic area on the back of the picture. The picture may be a photograph or a drawing.

The pictures chosen should reflect students' interests. They may, for example, be family photographs (copies or originals), or pictures of sporting or school events. They may be chosen from newspapers or magazines. The pictures should include objects, people and interaction, and should allow students to demonstrate their speaking proficiency appropriately. Pictures containing written text, which may give students assistance in the discussion, are **not** allowed. It is expected that the candidates' presentations within a centre will usually reflect a range of topic areas.

Note: The theme of the pictures can be the same for an entire teaching cohort, but each picture must be different.

The pictures provided in Section A of the Sample Assessment Material are for illustrative purposes only and must not be used for the examination. The examples can be found in the *Sample Assessment Materials* document on the website (www.edexcel.com).

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Stage 2 – Preparation

During the preparation phase, the teacher can:

- introduce various topics
- give guidance on how and where to research for necessary information
- give advice on the appropriateness of the pictures chosen as related to the topic chosen

However, teachers (and language assistants) cannot:

- provide information and content of picture presentation/introduction (this should be candidate's own work)
- give feedback on the content of presentation prepared by the candidate
- reveal questions that are to be asked at the exam.

The student must provide a copy of the picture for the centre-appointed interviewer in advance of the test. If it is in colour, a clear black and white copy for the centre-appointed interviewer is acceptable.

Stage 3 – Assessment

There will be no preparation time for the exam on the day of the examination. Students **must not** take notes into the exam. **The candidate must not be able to predict exactly what will be asked during the exam or in what order.**

The objectives of this assessment are to:

- describe the picture
- take part in a discussion that relates to the picture.

Students aiming at grade C or above will be required to:

- give a personal interpretation of the scene
- express opinions
- use a variety of language and structures
- respond imaginatively to the picture
- discuss issues arising from the content of the picture.

The 20 marks available for this question are sub-divided into 10 marks for presentation, communication and fluency, 5 marks for knowledge and application of language, and 5 marks for accuracy. This question is marked according to the assessment criteria on pages 14-15.

A copy of the picture must be attached to each student's cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*) before being sent to the Edexcel examiner with the audio files. If the picture cannot be sent, a description of the picture must be attached to the candidate cover sheet.

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Section B: Two conversations

- Maximum six minutes.
- Centre-appointed interviewers should ensure that the time is split evenly between the two topic areas (approximately 3 minutes for each topic).

Students will take part in conversations with the centre-appointed interviewer on **two** separate topic areas. These topic areas will be different from the topic area chosen by the student for Section A. Section B will last up to a maximum of **six minutes**, with approximately three minutes for each conversation.

Note: The centre-appointed interviewer must ensure that two separate topic areas are covered in Section B by ticking the topic area covered and writing the title of the sub-topic covered in each conversation on the candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*).

Throughout Section B, the centre-appointed interviewer should encourage genuine interaction by adopting a question and answer format. The centre-appointed interviewer should ask questions which are clear, precise and varied, to ensure that individual students demonstrate their potential. To ensure that students are given the opportunity to demonstrate their linguistic skills at the appropriate level, guidance on the types of questions to be asked are available in the *Sample Assessment Materials* document available on the Edexcel website (www.edexcel.com). These sample questions show how a conversation may be developed. The questions are not prescriptive, and should not be asked in a pre-arranged order. The aim is to engage in a spontaneous and authentic conversation.

In both conversations in Section B, centre-appointed interviewers will be free to develop any area within their chosen topic from the list given on page 11. For example, a student asked to speak on the *Education and employment* topic co uld focus on one sub-topic, such as *School*.

The conversations must not be rehearsed before the test.

Conversation 1

The first conversation will be based on a topic area or sub-topic area, chosen by the centre-appointed interviewer, from page 11.

The first conversation must be chosen from a different topic area from that chosen by the student in Section A of the test.

In order to achieve grade C and above, students will be expected to express opinions and use a variety of structures, including a range of tenses.

Conversation 2

The second conversation will also be based on a topic area or sub-topic area, chosen by the centre-appointed interviewer, from page 11.

The second conversation must be from a different topic area from that chosen by the student in Section A of the test, and also different from that chosen by the centre-appointed interviewer in Conversation 1, Section B, of the test.

As in the first conversation, in order to achieve grade C and above, students will be expected to express opinions and use a variety of structures, including a range of tenses.

The 20 marks available for this part of the assessment are sub-divided into 10 marks for communication, interaction and fluency, 5 marks for knowledge and application of language, and 5 marks for accuracy. This question is marked according to the assessment criteria on pages 16-17.

Assessment arrangements

All speaking tests will be recorded on a date chosen by the centre during the period specified annually by Edexcel. This period is from mid-March up to and including the date of the written examinations.

The test will be conducted by the centre-appointed interviewer. This will normally be a teacher of the target language from the centre, but could also be someone from outside the centre.

Both the teacher and the candidate must sign the declaration of authentication on the candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*), confirming that the work is the candidate's own. Any candidate unable to provide an authentication statement will receive zero credit for the component.

Centres are responsible for providing their own CDs or USBs, on to which the orals should be saved. **CDs or USBs must be clearly labelled**.

Individual candidate cover sheets (which give students' details and the topics covered) and the orals must be despatched directly to the Edexcel examiner on the day on which the tests are conducted.

All speaking tests will be externally marked by Edexcel.

Detailed instructions for the conduct of the speaking test are available in *Appendix 3: Instructions for the conduct of examinations (Paper 3)*.

Topic areas

All questions will be set in the context of the following topic areas and sub-topic areas. These will enable students and teachers to focus on appropriate vocabulary.

Topic areas	Sub-topic areas
Topic area A Home and abroad	Life in the town and rural life Weather and climate Travel, transport and directions Holidays and tourist information Services (eg telephone, bank, post office) Customs and religion Everyday life, traditions and communities in a German-speaking country
Topic area B Education and employment	Childhood School life and routine Work/careers Future plans
Topic area C House, home and daily routines	Types of home Information about self, family and friends Helping around the house Food and drinks
Topic area D The modern world and the environment	Current affairs and social issues Environmental issues The media (eg TV, film, radio, newspapers) Information and communication technology (eg internet, mobile phones, email)
Topic area E Social activities, fitness and health	Special occasions Hobbies, interests, sports and exercise Shopping and money matters Accidents, injuries, common ailments and health issues

Linguistic structures

Students are expected to have acquired knowledge and understanding of German grammar during their course. In the examination, students will be required to apply their knowledge and understanding to various tasks, drawing from the list given in *Appendix 1: Linguistic structures for German*.

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Assessment criteria

Students are assessed positively in all components, and therefore the assessment criteria are designed to reward, not penalise. It will not be necessary for students to produce a faultless performance in order to attract the highest marks available in each grid.

Major errors

These may include **repeated** mismatching of subject and verb forms; use of inappropriate tenses; and/or incorrect and inappropriate vocabulary.

Minor errors

These may include **occasional** omission of accents; incorrect genders, articles, auxiliary verbs or adjectival agreements; slight spelling errors.

Paper 2: Reading and Writing – Question 3(b)

Communication and content	Mark
• No rewardable material.	0
• Little meaningful communication; only occasionally comprehensible. • Most of the response may have been copied from the supporting passage without any attempt to adapt it.	1–2
• Limited communication; frequently lacking clarity. • Some of the response may have been copied from the supporting passage but with some attempt to adapt it.	3–4
• Mostly clear communication with some ambiguity. • The candidate's response is mostly independent; minimal reliance on the supporting passage.	5

Knowledge and application of language	Mark
• No rewardable material.	0
• Narrow range of basic vocabulary and structures. • Minimal accuracy in spelling and grammar.	1-2
• Adequate range of vocabulary and structures, with some repetition. • Some accuracy in spelling and grammar with errors.	3-4
• Good range of vocabulary and structures. • General accuracy in spelling and grammar, although there may be errors.	5

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Paper 2: Reading and Writing – Question 6

Communication and content	Mark
• No rewardable material.	0
• Little meaningful communication; only occasionally comprehensible. • The response is barely relevant to the task.	1–2
• Limited communication; frequently lacking clarity. • The response is partially relevant to the task but there may be major omissions.	3–4
• Mostly clear communication with some ambiguity. • The response is mostly relevant and addresses some aspects of the task.	5–6
• Clear communication with occasional ambiguity. • The response is relevant and addresses most aspects of the task.	7–8
• Clear communication with no ambiguity. • The response is relevant and fully addresses all aspects of the task.	9–10

Knowledge and application of language	Mark
• No rewardable material.	0
• Narrow range of basic vocabulary and structures. • Very little use of tenses to vary sentences.	1-2
• Adequate range of vocabulary and structures, with some repetition. • Some use of tenses to vary sentences.	3-4
• Uses wide range of vocabulary and structures, including some complex lexical items. • Use of a range of tenses to vary sentences.	5

Accuracy	Mark
• No rewardable material.	0
• Very little evidence of correct verb formation, gender and agreement. • Correct spelling is limited.	1-2
• Some evidence of correct verb formation, gender and agreement. • Spelling is accurate for some of the response.	3-4
• Strong evidence of correct verb formation, gender and agreement. • Spelling is generally accurate although there may be occasional lapses.	5

Paper 3: Speaking

Section A: Presentation and discussion

Presentation, communication and fluency	Mark
• No rewardable material.	0
• Minimal description of visual stimulus. • Totally reliant on teacher-examiner prompting. • Minimal expression of ideas and opinions. • Minimal responses (mainly one-word replies).	1–2
• Limited communication related to chosen visual stimulus. • Very hesitant and reliant on teacher-examiner prompting. • Expresses some simple ideas or opinions, but these will lack clarity. • Replies are limited and short.	3-4
• Communicates adequate information related to the chosen visual stimulus. • Able to sustain a conversation but requires some prompting. • Expresses simple ideas and opinions. • Replies are simple and rarely expanded upon.	5-6
• Communicates in some detail information related to chosen visual stimulus. • Speaks confidently, with minimal prompting necessary. • Has little difficulty expressing and explaining ideas and opinions. • Sometimes justifies and expands replies.	7-8
• Communicates a wide range of information related to chosen visual/stimulus. • Speaks very confidently, with very little or no hesitation and with spontaneity. • No difficulty in expressing and explaining a range of ideas and opinions. • Interacts well in post-presentation discussion. Frequently justifies and expands replies.	9-10

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Paper 3: Section A *continued*

Knowledge and application of language	Mark
• No rewardable material.	0
• Narrow range of basic vocabulary and structures. • Simple and often incomplete sentences.	1-2
• Adequate range of vocabulary and structures, with some repetition • Some use of tenses to vary sentences.	3-4
• Uses wide range of vocabulary and structures, including some complex lexical items. • Use of a range of tenses to vary sentences.	5

Accuracy	Mark
• No rewardable material.	0
• Very little evidence of correct verb formation, gender and agreement. • Pronunciation and intonation often interfere with comprehensibility.	1-2
• Some evidence of correct verb formation, gender and agreement. • Pronunciation and intonation sometimes interfere with comprehensibility.	3-4
• Strong evidence of correct verb formation, gender and agreement. • Pronunciation and intonation seldom interfere with comprehensibility.	5

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Paper 3, Section B: Two conversations

Communication, interaction and fluency	Mark
• No rewardable material.	0
• Responds only to very basic questions. • Very limited expression of opinions. • Produces minimal responses (mainly one-word answers). • Totally reliant on teacher-examiner prompting.	1-2
• Responds only to straightforward questions. • Opinions limited to basic likes and dislikes. • Replies are limited and short. • Conversation very hesitant throughout and reliant on teacher-examiner prompting.	3-4
• Responds to more complex questions. • Conveys simple opinions and offers some personal response. • Copes with open-ended questions but rarely expands. • Able to sustain a conversation although frequently hesitant and requires some prompting.	5-6
• Responds to a range of question types. • Expresses opinions, attitudes and ideas. • Takes initiative occasionally; sometimes justifies and expands replies. • Able to sustain a relevant conversation with some hesitation and minimal prompting.	7-8
• Responds to a wide range of question types. • Confident expression of opinions, attitudes, and a range of ideas. • Takes the initiative; frequently justifies and expands replies. • Able to sustain a relevant conversation with ease and with very little or no hesitation.	9-10

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Paper 3: Section B *continued*

Knowledge and application of language	Mark
• No rewardable material.	0
• Narrow range of basic vocabulary and structures. • Simple and often incomplete sentences.	1-2
• Adequate range of vocabulary and structures, with some repetition • Some use of tenses to vary sentences.	3-4
• Uses wide range of vocabulary and structures, including some complex lexical items. • Use of a range of tenses to vary sentences.	5

Accuracy	Mark
• No rewardable material.	0
• Very little evidence of correct verb formation, gender and agreement. • Pronunciation and intonation often interfere with comprehensibility.	1-2
• Some evidence of correct verb formation, gender and agreement. • Pronunciation and intonation sometimes interfere with comprehensibility.	3-4
• Strong evidence of correct verb formation, gender and agreement. • Pronunciation and intonation seldom interfere with comprehensibility.	5

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Assessment

Assessment summary

Paper 1 is an externally assessed examination paper lasting 40 minutes plus five minutes' reading time.

Paper 2 is an externally assessed examination paper lasting 1 hour and 30 minutes.

Paper 3 is externally assessed through a speaking test lasting no more than 10 minutes.

Summary of table of assessment

Paper 1: Listening	**Paper code: 4GN0/01**
• The paper is assessed through an examination paper lasting 40 minutes, plus five minutes' reading time, set and marked by Edexcel. • The total number of marks for the paper is 50.	
Paper 2: Reading and Writing	**Paper code: 4GN0/02**
• The paper is assessed through an examination paper lasting 1 hour and 30 minutes, set and marked by Edexcel. • The total number of marks for the paper is 60, with 30 marks for reading and 30 marks for writing.	
Paper 3: Speaking	**Paper code: 4GN0/03**
• Maximum 10 minutes. • The total number of marks for the paper is 40.	

Assessment Objectives and weightings

Papers 1, 2 and 3	**% International GCSE**
AO1: understand and respond to spoken language	25%
AO2: communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately	25%
AO3: understand and respond to written language	25%
AO4: communicate in speech, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification and using them accurately	25%
TOTAL	**100%**

Relationship of Assessment Objectives to Papers 1, 2 and 3 for International GCSE

	Assessment Objective				
Paper number	**AO1**	**AO2**	**AO3**	**AO4**	**Total for AO1, AO2, AO3 and AO4**
Paper 1	25%	0%	0%	0%	25%
Paper 2	0%	25%	25%	0%	50%
Paper 3	0%	0%	0%	25%	25%
Total for International GCSE	25%	25%	25%	25%	100%

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *International Information Manual*, copies of which are sent to all active Edexcel centres. The information can also be found on Edexcel's website: www.edexcel.com.

Forbidden combinations

It is forbidden for students to take this qualification at the same time as the Edexcel Level 1/Level 2 Certificate in German qualification.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, International GCSE, Level 1/Level 2 Certificate and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com) for:

- the JCQ policy *Access Arrangements, Reasonable Adjustments and Special Consideration*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Equality Act 2010

Please see the Edexcel website (www.edexcel.com) for information with regard to the *Equality Act 2010*.

Assessing your students

The first assessment opportunity for Papers 1, 2 and 3 of this qualification will take place in the June 2014 series and in each following June series for the lifetime of the qualification. All papers have to be taken in the same examination series.

Your student assessment opportunities

Paper	June 2014	June 2015	June 2016
Paper 1: Listening	✓	✓	✓
Paper 2: Reading and Writing	✓	✓	✓
Paper 3: Speaking	✓	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The International GCSE qualification will be graded and certificated on an eight-grade scale from A* to G.

Students whose level of achievement is below the minimum standard for grade G will receive an unclassified U. Where unclassified is received it will not be recorded on the certificate.

The first certification opportunity for this qualification will be 2014.

Language of assessment

Assessment materials contain questions written in German and English. Work submitted for examination must be produced in German, as required by the question.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations and Assessments* document on the JCQ website www.jcq.org.uk/.

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Progression

This qualification offers suitable progression routes to GCE AS and GCE Advanced level as well as other Level 3 language qualifications (for example NVQ German).

In addition, the study of one language at this level can facilitate and help promote the learning of other languages.

The qualification may also add to an individual's employability profile.

Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade awarded for this qualification. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the student has met the Assessment Objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A

Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.

They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.

They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.

They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.

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Grade C

Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.

They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.

They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.

They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.

Grade F

Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.

They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.

They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.

They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.

Support and training

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus.

Ask the Expert – To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide. You can access the service at www.edexcel.com/ask.

We'll also be doing lots of work to improve the quantity and quality of information in our FAQ database, so you'll be able to find answers to many questions you might have by searching, rather than submitting a question to us.

Support for Students and Learners

Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we've developed a website for students that will help them:

- Understand subject specifications
- Access past papers and mark schemes
- Find out how to get exams remarked
- Learn about other students' experiences at university, on their travels and entering the workplace.

We're committed to regularly updating and improving our online services for students. The most valuable services we can provide is helping schools and colleges unlock the potential of their learners. www.edexcel.com/students

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, can be arranged by Edexcel. Full details can be obtained from our website at www.edexcel.com.

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Appendix 1: Linguistic structures for German

Students are expected to have acquired knowledge and understanding of German grammar during their course. In the examination they will be required to apply their knowledge and understanding to various tasks, drawing from the following lists.

The examples in brackets are indicative, not exclusive.

Nouns:	gender
	singular and plural forms, including genitive singular and dative plural
	weak nouns
	adjectives used as nouns (example *ein Deutscher*)
Articles:	definite and indefinite
	kein
Adjectives:	adjectival endings: predicative and attributive usage, singular and plural, used after definite and indefinite articles, demonstrative and possessive adjectives
	adjectival endings after *etwas*, *nichts*, *viel*, *wenig*, *alles*
	comparative and superlative, regular and common irregular forms including *besser*, *höher*, *näher*
	demonstrative (*dieser*, *jener* etc)
	possessive
	interrogative (example *welcher*)
Adverbs:	comparative and superlative: regular and common irregular forms including *besser*, *am besten*
	interrogative (example *wie*, *wann*)
	adverbs of time and place (example *heute*, *morgen*, *hier*, *dort*)
	common adverbial phrases
Quantifiers/ intensifiers:	(example *sehr*, *ziemlich*, *viel*, *wenig*, *ein bisschen*)
Pronouns:	personal, all subjects including *man*
	reflexive: accusative and dative
	object: direct and indirect
	position and order of object pronouns
	possessive (example *meiner*, *meine*, *meins* etc)
	relative: all cases, including use of *was*
	indefinite (example *jemand*)
	interrogative (example *wer*, *wen*, *wem*)

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Verbs:	regular and irregular forms of verbs, including reflexive verbs all persons of verbs, singular and plural modes of address: *du*, *ihr*, *Sie* negative forms interrogative forms impersonal verbs (example *es gibt*, *es geht*, *es tut weh*) infinitive constructions (example *ohne* … *zu* …; *um* … *zu* …; verbs with *zu* …) separable and inseparable verbs modal verbs: present and imperfect tenses, imperfect subjunctive of *mögen*, *können* and *sollen* tenses: • present • perfect: excluding modals • imperfect • future • conditional: *würde* with infinitive • imperfect subjunctive in conditional clauses: *haben* and *sein* • pluperfect • imperative forms
Prepositions:	fixed case and dual case with accusative and/or dative with genitive (example *außerhalb*, *statt*, *trotz*, *während*, *wegen*)
Clause structures:	main clause word order subordinate clauses, including relative clauses
Conjunctions:	coordinating and subordinating
Numbers, quantity, dates and time:	including use of *seit* with present and imperfect tenses

Appendix 2: Instructions for the conduct of examinations (Papers 1 and 2)

General

Recordings are sent out in CD ROM format (hereafter referred to as 'CD') or as sound files accessed via a secure download (hereafter referred to as 'MP3 file').

There is one attendance register for each paper.

It is essential that each candidate is accounted for on the attendance register by indicating either 'absent' or 'present'.

Paper 1: Listening

Checking of CDs/MP3 files

- One CD/MP3 file per 20 candidates will be supplied.
- Immediately upon receipt the CDs/MP3 files should be played on site once in secure conditions and then locked away until required for the examination. Under **no** circumstances should any CDs/MP3 files be removed from the centre. If any significant defect is found, the CDs/MP3 files should be locked away. Edexcel should be informed **immediately**, so that replacement or additional CDs/MP3 files can be sent out.
- No transcript of the CD/MP3 file will be issued at the time of the examination. Transcripts will be issued to centres in the Mark Schemes with Examiners' Reports circulated a short while after the marking period ends.

Equipment and conditions for listening tests

As the listening tests are based on CD/MP3 file recordings, centres are reminded that adequate conditions for the conduct of these tests are essential if candidates are not to be disadvantaged.

The organisation of examining rooms is a matter for individual centres. It is, however, recommended that candidates are examined in groups no larger than the size of their normal language class. The use of large rooms (particularly where only modest equipment is available) is to be avoided wherever possible.

The volume should be set at a level which is comfortably within the capabilities of the equipment, and the tone controls (where available) adjusted to give clear, undistorted sound.

Invigilators are reminded that distractions such as opening doors or extraneous noise are likely to be far more significant than in an ordinary written paper.

Reading time before the start of the examination

Candidates will have five minutes to read through the examination paper for the listening examination, prior to the playing of the CD/MP3 file. This is **included** in the published time on the timetable. **No dictionaries are allowed in the listening examination**.

Playing the CD/MP3 file

- After the 5 minutes' reading time invigilators must start the CD/MP3 file.
- Time for candidates to read individual questions is built into the recording.
- Each text is played once, followed by a beep. The text is then repeated. Pauses, which give candidates time to write their answers, are included in the recording. As a result, once the CD/MP3 file is started it must not be stopped.

Late arrival – Listening

Candidates arriving late should not be permitted to enter the examination room once the paper has begun, since this will inevitably affect the performance of other candidates. If candidates arrive late through no fault of their own, they should be supervised until the end of the examination and arrangements made for them to sit the paper after the other candidates have finished. In these circumstances, standard Edexcel procedures should be followed, including the completion of a Late Arrival Form.

Paper details and materials required for Paper 1

- One CD player/MP3 player per room.
- One combined Question and Answer booklet per candidate.
- No dictionaries are allowed in the Listening examination.
- If you plan to use more than two rooms please ensure you have enough CDs and remember to request extra CDs in good time. The same consideration will apply to MP3 files.

Paper 2: Reading and Writing

Paper details and materials required for Paper 2

- One combined Question and Answer booklet per candidate.
- **No dictionaries are allowed in the Reading and Writing examination**.
- Additional answer sheets must be made available as required.

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Appendix 3: Instructions for the conduct of examinations (Paper 3)

General

- There is one attendance register.
- It is essential that each candidate is accounted for on the attendance register either by indicating 'absent' or 'present'.

Timetabling

Centres must conduct the tests during the period specified. This period is from mid-March up to and including the date of the written examination.

Centres should aim to timetable all speaking tests in any one language on the same day or, where numbers are large, on consecutive days.

Method of assessment

- The speaking tests will be conducted by a centre-appointed interviewer. In most cases this will be a teacher within the centre, but centres who do not have a suitably qualified teacher may arrange for someone from outside the centre to conduct the speaking tests. It is solely the responsibility of the centre to find this person, and to ensure they are suitably qualified to carry out the examination and are familiar with its demands and format.
- All tests must be recorded as an audio or MP3 file (or similar sound files) and saved onto CD or USB and all the recordings should be forwarded for marking to the designated examiner. A detachable label with the examiner's name and address will be supplied with the attendance register.

Structure and timing of tests

The timing of the conversation elements of the speaking tests must be respected, though timing to the precise second is not expected.

The format and structure of the speaking test is described in detail in the main body of this specification on pages 7-10.

Accommodation

- As quiet a room as possible is required for the tests.
- Only one candidate is examined at a time. Normally, no person other than the centre-appointed interviewer conducting the test and the candidate should be present in the examination room.

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Materials required for speaking tests

Edexcel will supply the following:

1	An attendance register pre-printed with names and numbers of all candidates in the centre.	It is essential that each candidate is accounted for on the attendance register as either 'absent' or 'present'.
2	Address labels for examiners (to be detached from the attendance register).	Do not use examiner labels from other papers or other languages.

The following are supplied in this document:

1	Candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*).	One candidate cover sheet to be completed with centre and candidate details.
2	CD insert labels/USB record sheet (see *Appendix 5: CD insert label/USB record sheet (Paper 3)*).	One CD insert label to be put in each box with centre and candidate details completed.

It is the responsibility of the centre to supply the following:

1	CD player and microphone, digital recorder or similar.	Test equipment before use.
2	CDs or USB drives.	All CDs and cases and USB drives to be numbered, if appropriate, and labelled with centre name and number.

NB. Centres should check recordings before despatch to the examiner.

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Conduct of the speaking test

Recording of candidates' speaking test

All candidates' speaking tests must be recorded. The centre should keep a copy of all recordings.

Where recordings fail or are unsatisfactory, re-examining is required as soon as possible.

It is essential to check that:

- the microphone and recorder are connected correctly and that recording is taking place
- the position of the microphone favours the candidate
- extraneous noise is kept to a minimum
- the recorder is switched on at the start of the test and off at the end
- the language, CD number, centre name and number, and centre-appointed interviewer's name are announced at the start of every CD. If recording digitally, this information should be recorded once and saved as the first file on the CD/USB
- the candidate's name and number are announced at the start of each test
- the topic area is announced at the beginning of the presentation and each conversation
- recordings of previous candidates are not accidentally erased
- the CD is returned to the correct case after use and that both the CD and its corresponding case are labelled correctly.

NB. More than one candidate's speaking test can be recorded on a CD, as long as each test is recorded as a separate track.

Important

The recording should on no account be paused or stopped during a test. If an emergency makes this unavoidable, a report should be written immediately for the Qualification Delivery and Award Manager for German at Edexcel. The report must explain the circumstances and any subsequent action taken. A copy of the report must be included with the oral tests sent to the examiner.

Summary of procedures

- The centre-appointed interviewer completes the top part of the candidate cover sheet, see *Appendix 4: Candidate cover sheet (Paper 3)*. The candidate provides the centre-appointed interviewer with a copy of the picture. The centre-appointed interviewer writes the topic area on the candidate cover sheet in the appropriate space.
- The centre-appointed interviewer must not enter any marks or comments in the lower part of the candidate cover sheet. This part is reserved for use by Edexcel.
- The recorder is switched on, the candidate name and number and the topic area of Section A is announced.

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- The presentation for Section A now begins. The candidate gives a presentation for up to **one minute**. After the one-minute presentation, the discussion begins. The centre-appointed interviewer must ask the candidate questions which relate to the picture. The centre-appointed interviewer may also ask some questions prompted by the picture. If the candidate's presentation lasts longer than one minute, the centre-appointed interviewer should interrupt with questions. These questions should last a **maximum of three minutes**, after which time the discussion should naturally be brought to a close. In total, Section A of the exam should not last longer than **four minutes**.
- Now Section B begins. The centre-appointed interviewer announces (in German) the topic area that they have chosen for Conversation 1, and begins a conversation with the candidate on the chosen topic. The candidate will **not** know the topic for Conversation 1 until this announcement. This conversation should last a **maximum of three minutes**, after which the conversation should naturally be brought to a close.
- The centre-appointed interviewer announces (in German) the topic area that they have chosen for Conversation 2, and begins a discussion with the candidate on the chosen topic. The candidate will **not** know the topic for Conversation 2 until this announcement. This discussion should last a **maximum of three minutes**, after which the conversation should naturally be brought to a close.
- At the end of the second conversation the recording should be stopped and the teacher should check that the test has been recorded. Where necessary, the CD should be changed, ready for the next candidate.
- The centre-appointed interviewer must attach (staple, for example) the picture which the candidate has used for the speaking test securely to the candidate cover sheet. If, for some reason, the picture cannot be sent, a description of the picture must be attached to the candidate cover sheet.
- The centre-appointed interviewer must indicate with a tick which topic is covered and write down the sub-topic covered in each part of the speaking exam on the candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*).
- Both the candidate and the teacher must sign the declaration of authentication on the candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*).

Checklist for conduct

When conducting speaking test:		
At this point	**Record this**	**Do this**
At the start of each new CD or for the first file if recorded digitally	'International GCSE in German' [state examination session], 'Paper 3, Interviewer _____' [give name] 'Centre name _____' 'Centre number _____'	On the CD label/USB, write your centre name and number, the language, specification number and the centre-appointed interviewer's name.
At the start of each candidate's test	'Candidate number _____, _____' [state name of candidate]	On the photocopiable CD insert/USB record sheet, write the candidate's name and number. Make sure the candidate cover sheet is complete with relevant details. Start the test. Do not stop or pause the recording during the oral.
At the start of the presentation and each of the two conversations	'Presentation Topic_____' 'Conversation (1, 2), Topic _____' [in German]	Do not stop or pause the recording.
At the end of each candidate's test	'End of test'	Check that the test has been recorded clearly and audibly. Reset the controls ready to record the next candidate. Make sure that the topic areas are ticked and sub-topic areas are written down for each part of the speaking exam. Make sure the candidate has signed the declaration of authentication. If you are the candidate's teacher, sign the declaration of authentication on the candidate cover sheet. If you are not, give the cover sheet to the teacher for their signature.
After the last candidate on each CD (if relevant)	'End of CD. The tests continue on CD/digital recorder number _____' [state number of next CD/digital recorder]	Check that all the details on the CD label/USB record sheet are completed.

Advice for centre-appointed interviewers on Section A discussion and Section B conversations

- Example questions are given in the *Sample Assessment Materials* document available on our website. Preparing sequences of questions may be helpful to the teacher but **the candidate should not be able to predict exactly what will be asked or in what order**.
- Do comment and respond naturally but **briefly** to what the candidate says.
- Avoid yes/no questions except as a lead-in to something more challenging. Ensure that questions allow candidates to achieve their maximum potential, for example by covering a range of tenses/time references and opinion as appropriate within the prescribed time for the conversation.
- Encourage candidates to expand beyond a simple reply to each question – aim at a natural conversation.
- Never correct a candidate's language, however inaccurate, during a test.
- Do not interrupt candidates **except** when they are trying to deliver a prepared monologue (however this is permitted in the one-minute presentation at the beginning of Section A – presentation).
- Avoid finishing sentences for candidates except where it would be in their interest to move on to something else.

Preparation of materials to despatch to the examiner

- Centres should send all orals to the appropriate examiner.
- Candidate cover sheets must contain all the appropriate centre and candidate details – correct candidate numbers are essential.
- Candidate cover sheets must include the details of the topic areas chosen.
- Each candidate cover sheet must have the picture which the candidate chose for their Section A presentation securely attached to it. In instances where the picture cannot be sent, a description of the picture must be attached instead.
- Both the teacher and the candidate must sign the declaration of authentication on the candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*), confirming that the work is the candidate's own. Any candidate unable to provide an authentication statement will receive zero credit for the component.
- All the candidate cover sheets (with each candidate's picture attached) must be arranged in **candidate number order**.
- Each CD, if relevant, must be numbered and the number indicated in the appropriate box on the candidate cover sheet.
- Every CD and CD case, if relevant, must be numbered and clearly labelled with centre name and number and the language being examined. Photocopiable CD inserts/USB record sheets are provided (see *Appendix 5: CD insert label/USB record sheet (Paper 3)*).

Despatch of materials to the examiner

- Printed address labels are included on the attendance registers, showing the name of the examiner. As soon as the centre-appointed interviewer has finished conducting the last candidate's test, all materials should be despatched to the examiner. The following must be included in the parcel:
- The **top two copies** of the attendance register (bottom copy to be retained by the centre). Please remember that attendance registers **must not be folded or creased**.
- All CDs or USB sticks and a copy of the candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*) for each candidate, with the picture from Section A (or a description of the picture). The candidate cover sheet must be completed in full and signed by both the teacher and the candidate.
- Where the size of the candidature makes it necessary to split parcels, the parcels should be numbered clearly on the outside (for example package 1 of 2).

Centres are reminded that all candidates must be recorded and the recordings despatched to the examiner for marking.

Appendix 4: Candidate cover sheet (Paper 3)

To be completed by the centre-appointed interviewer:

Centre name:	Centre number:	Language:	
Candidate name:	Candidate number:	Specification number:	
Date of speaking test:	Name of interviewer conducting test (Block capitals):	CD number:	Track number:

	Topic area	Sub-topic
Section A	☐**A** ☐**B** ☐**C** ☐**D** ☐**E**	
Section B, Conversation 1	☐**A** ☐**B** ☐**C** ☐**D** ☐**E**	
Section B, Conversation 2	☐**A** ☐**B** ☐**C** ☐**D** ☐**E**	

Declaration of authentication

I declare that the above assessments have been carried out without assistance other than that which is acceptable under the scheme of assessment. I also agree to samples of the work being used to support professional development and training of centre interviewers and Edexcel examiners.

Signed (candidate): _____ Date: _____

Signed (teacher): _____ Date: _____

To be completed by the Edexcel Examiner:

Section A

Presentation, communication and fluency		**Knowledge and application of language**		**Accuracy**		**TOTAL:**	
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

Section B

Communication, interaction and fluency		**Knowledge and application of language**		**Accuracy**		**TOTAL:**	
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

Appendix 5: CD insert label/USB record sheet (Paper 3)

Complete the required details.

June 201….. speaking test		
Language/specification number:		
Centre number:		
Track number/ Audio file	Candidate name:	Candidate number:
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
Name of interviewer:		

Appendix 6: Suggested resources

For this qualification, the following suggested title ranges are currently available as possible teaching aids. Although they are designed for GCSE, these course books are equally useful for students taking this qualification. The list is not exhaustive.

In addition, students and teachers are reminded of the value of the internet as a tool for research and learning.

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

An der Spitze (revised edition) is a two-year course aimed at GCSE students. The Student Book is accompanied by a Teacher's Guide, which includes free audio CDs of the listening material to support the book.

Klasse! 3 is for GCSE students and includes a Teacher's Guide with audio cassettes or CDs and workbook.

Lanzer H and Wardle M – *Edexcel GCSE German (Higher)* (Heinemann, 2009) Student Book ISBN 9781846904592

Linton B and Searle J – *An der Spitze* Revised edition (Philip Allan Updates (part of Hodder Education), 2009) Student Book ISBN 9780340991701

The *Edexcel GCSE German* range includes a Student Book, Teacher's Guide and CD ROM, Workbook, Audio CD pack, Assessment Pack and ActiveTeach CD ROM. *Edexcel GCSE German* is aimed at the 14-16 years age range. The Higher Student Book is written for those students studying for the Higher Tier (Grades A* to C). A Foundation version is also available.

Williams S, McCrorie M and Spencer M – *Klasse!* 3 Student Book (Oxford University Press, 2002)ISBN 9780199123131

Useful websites

The list below represents a selection of the large number of language websites available. The list is not exhaustive.

http://education.guardian.co.uk/netclass/schools/modernlanguages/0,5607,79833,00.html	Site hosted by The Guardian newspaper providing exercises and links for German
www.authentik.com/	Youth-orientated magazines and audio support etc
www.bbc.co.uk/languages/german/	A variety of online German courses
www.bbc.co.uk/schools/gcsebitesize/german/	GCSE revision bites and games
www.goethe.de/z/jetzt/	Site managed by Goethe-Institut, provides exercises and links in German
www.linguanet-europa.org/plus/welcome.htm	A multilingual, virtual resource centre to support the teaching of foreign languages
www.llas.ac.uk/	Subject Centre for Languages, Linguistics and Area Studies
www.quia.com/index.html	Collection of games/puzzles/worksheets. It provides templates for designing your own exercises
www.sunderlandschools.org/mfl%2Dsunderland/	Site written by MFL teachers for MFL teachers. Resources, links and general information for German
www.tatsachen-ueber-deutschland.de/de/home1.html	Background information on Germany

edexcel

International GCSE

German (4GN0)

Sample Assessment Material

First examination June 2014

Issue 2

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Introduction

These sample assessment materials have been prepared to support the qualification.

The aim of these materials is to provide students and centres with a general impression and flavour of the actual question papers and mark schemes in advance of the first operational examinations.

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Sample transcript for Paper 1: Listening

M1: ARBEIT

M1: BEISPIEL

F2: Max, was machst du als Beruf?

M1: Ich bin Elektriker.

Pause and repeat.

M1: FRAGE NUMMER 1

F2: Und du, Felix?

M2: Ich arbeite als Automechaniker.

Pause and repeat.

M1: FRAGE NUMMER 2

F2: Und du, Leon?

M1: Ich bin Briefträger.

Pause and repeat.

M1: FRAGE NUMMER 3

F2: Und du, Tim?

M2: Ich bin Schauspieler.

Pause and repeat.

M1: GEBURTSTAG
M1: BEISPIEL

M2: Was hast du zum Geburtstag bekommen, Silvia?

F1: Einen Computer.

Pause and repeat.

M1: FRAGE NUMMER 4

M2: Und du, Larissa?

F2: Ein neues Fahrrad.

Pause and repeat.

M1: FRAGE NUMMER 5

M2: Und du, Arnold?

M1: Von meinen Eltern habe ich Geld bekommen.

Pause and repeat.

M1: FRAGE NUMMER 6

M2: Und du, Markus?

M1: Ich habe Trainingsschuhe bekommen.

Pause and repeat.

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M1: IN DER STADT

M1: BEISPIEL

M2: Ich möchte gern ein hundert Pfund Sterling, bitte.

F1: Der Schalter ist da drüben.

Pause and repeat.

M1: FRAGE NUMMER 7

F2: Guten Tag.

F1: Einmal hin und zurück nach Salzburg, bitte.

Pause and repeat.

M1: FRAGE NUMMER 8

M2: Wie kann ich Ihnen helfen?

F2: Guten Tag. Was kostet eine Postkarte nach Zypern?

Pause and repeat.

M1: FRAGE NUMMER 9

F2: Entschuldigung. Ich habe einen Regenschirm verloren.

Pause and repeat.

M1: FRAGE NUMMER 10

F1: Wann beginnt die nächste Vorstellung?

M2: Um zwanzig Uhr.

Pause and repeat.

M1: FRAGE NUMMER 11

F2: Was darf es sein?

M2: Was kostet ein Kilo Birnen, bitte?

F2: € 3,50.

Pause and repeat.

M1: FRAGE NUMMER 12

F2: Guten Tag.

M1: Ein Doppelzimmer mit Dusche und Balkon, bitte.

Pause and repeat.

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M1: SPORT

M1: FRAGE NUMMER 13

M2 Was ist dein Lieblingssport, Sabine?

F2 Am besten gefällt mir Skilaufen. Die Berglandschaft ist wunderschön und du triffst immer viele junge Leute – vor allem abends im Dorf. Dort ist immer so viel los.

M2 Wie oft läufst du Ski?

F2 Ich würde das gern öfters machen aber normalerweise einmal im Jahr. Wir fahren jeden Februar in die Schweiz.

M2 Fährst du mit Freunden?

F2 Nein, mit meinen Eltern und zwei Geschwistern. Und wir wohnen immer in einer Wohnung im Dorf. Das kostet nicht viel Geld.

Pause and repeat.

M1: URLAUB

M1: FRAGE NUMMER 14

M2 Was ist für dich im Urlaub wichtig, Magda?

F2 Jeder Tag muss warm und sonnig sein.

M2 Und für dich, Rudi?

M1 Ich suche immer ein preiswertes Hotel.

M2 Und für dich, Laura?

F1 Ich mache gerne Tagesfahrten in die Großstadt.

M2 Was ist für dich wichtig, Mehmet?

M1 Im Meer schwimmen und mich sonnen.

M2 Und für dich, Angela?

F2 Die Spezialitäten des Landes im Restaurant zu probieren.

M2 Und für dich, Klaus?

M1 Ich suche im Geschäft Geschenke für meine Eltern.

M2: Und für dich, Conny?

F1: Wenn ich in Italien bin, spreche ich gern Italienisch.

Pause and repeat.

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M1: KINO

M1: FRAGE NUMMER 15

M1: Wann läuft der neue James-Bond-Film?

F2: Ab Donnerstag.

M1: Um wie viel Uhr beginnen die Vorstellungen?

F2: Um 17.00 Uhr und 20.15 Uhr.

M1: Danke. Was kosten die Eintrittskarten?

F2: Erwachsene zahlen € 7,50 und Kinder die Hälfte.

M1: Wo kann man parken?

F2: Am Einkaufszentrum. Es ist kostenlos.

Pause and repeat.

M1: ESSEN

M1: FRAGE NUMMER 16

F2: Was isst du gern, Katrin?

F1: Am liebsten internationale Gerichte wie Curry mit Reis. Deutsches Essen ist langweilig.

F2: Kochst du?

F1: Gestern habe ich Nudeln mit Fleischsoße gemacht. Und für meine Mutter Tomatensoße - sie ist Vegetarierin.

F2: Kochen die Männer im Haushalt?

F1: Mein Bruder ist zu jung und darf noch nicht. Mein Vater hat wenig Zeit, aber am Wochenende kocht er das Mittagessen.

Pause and repeat.

M1: FERNSEHSTAR

M1: FRAGE NUMMER 17

F1 Wann haben Sie Ihre Medienkarriere begonnen, Herr Gottschalk?

M2 Als siebzehnjähriger Schüler habe ich als DJ in einem Tanzklub gejobbt, aber meine Karriere begann nach der Studentenzeit. 1976 war ich bei Radio Bayern und habe eine Jugendsendung geleitet. In den achtziger Jahren war die tägliche B3-Radioshow, die zwischen 14.00 und 16.00 Uhr lief, mein großer Durchbruch.

F1 Warum haben Sie ein so gutes Verhältnis mit Ihrem Publikum?

M2 1987 übernahm ich die Fernsehshow *Wetten, dass..?*, die ich bis heute moderiere. Die Sendung ist eine der erfolgreichsten im deutschen Fernsehen und hat über 10 Millionen Zuschauer.

F1 Wie können sich Jugendliche auf eine Karriere in den Medien vorbereiten?

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M2 Auf der Uni sollte man viel beim Studentenradio mitarbeiten. Das ist wichtig für die spätere Arbeitssuche.
Pause and repeat.

M1: LEBENSSTIL
M1: FRAGE NUMMER 18
F1: Ulrich, du wohnst hier in diesem Bauernhaus, nicht wahr?
M2: Ja – und ich bin auch in diesem Haus geboren. Ich kenne nichts anderes.
F1: Wie ist für dich das Leben hier?
M2: Im Großen und Ganzen bin ich hier sehr glücklich. Die frische Luft tut gut, und meine Eltern, meine Geschwister und ich leiden fast nie an Krankheiten. Auch im Winter, wenn hier tiefer Schnee liegt, fühlen wir uns fit.
F1: Wie ist es also mit Kontakt zu anderen Jugendlichen?
M2: Tja – manchmal kann es ein bisschen einsam sein. Aber mit einem Internetanschluss kann man immer chatten. Meine Klassenkameraden sind in der gleichen Situation wie ich – man gewöhnt sich schnell an die Isolation.
F1: Wirklich?
M2: Naja – am Wochenende würde ich manchmal gern mit meinen Kumpels durch die Stadt ziehen. Wir könnten uns den neuesten Film ansehen oder einfach mal mit der Clique zusammen sein. Aber hier auf dem Bauernhof ist so viel zu tun. Ich helfe meinem Vater nämlich jeden Samstag, und am Sonntag bin ich dann meistens erschöpft.
F1: Ulrich, ich danke dir für das Gespräch!
Pause and repeat.

M1: SCHULE
M1: FRAGE NUMMER 19
M1: Wie findest du diese Schule, Nura?
F1: Ich finde es gut, dass auch türkische Lehrer hier an der Schule sind. Das ist für uns ein gutes Vorbild. Leider sind sie alle Männer. Ich würde gern eine türkische Lehrerin sehen.
M1: Und du, Sardar?
M2: Zu Hause spreche ich Urdu. Aber ich will später hier in Deutschland arbeiten, also freue ich mich über die Deutschstunden. Sie sind immer sehr lustig. Aber manchmal ist der Unterricht zu langsam für mich.
M1: Und du, Laura?
F2: In der Schule fühle ich mich sehr wohl. Es gibt viele AGs und wir dürfen auch spät in der Schule bleiben, um unsere Hausaufgaben zu machen. Nur ab und zu bin ich

sauer, wenn ich im Unterricht kein Italienisch sprechen darf. Immer Deutsch zu sprechen ist anstrengend. Aber die internationale Atmosphäre hilft uns, einander zu verstehen.

Pause and repeat.

This is the end of the recording.
You may continue to write and check your answers until the end of the test.

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Sample question papers

Paper 1: Listening 13
Paper 2: Reading and Writing 25
Paper 3: Speaking 41

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Write your name here

Surname	Other names

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Centre Number | Candidate Number

German

Paper 1: Listening

Sample Assessment Material

Time: 40 minutes (plus 5 minutes reading time)

Paper Reference **4GN0/01**

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before your teacher starts the CD.
- You will hear each extract twice. You may write whilst the CD is playing. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over

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S 4 2 5 8 6 A 0 1 1 2

PEARSON

Answer ALL questions.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

Arbeit

Was machen diese Leute? Kreuzen Sie an ☒.

What job do these people do? Put a cross ☒ in the correct box.

Beispiel: Max

A	B	C
☒	☒	☒

1 Felix

A	B	C
☒	☒	☒

2 Leon

A	B	C
☒	☒	☒

3 Tim

A	B	C
☒	☒	☒

(Total for Questions 1–3 = 3 marks)

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Geburtstag

Was haben sie zum Geburtstag bekommen? Kreuzen Sie an ☒.

What did they get for their birthdays? Put a cross ☒ in the correct box.

	A	B	C	D	E
Beispiel: Silvia	☐	☐	☒	☐	☐
4 Larissa	☐	☐	☐	☐	☐
5 Arnold	☐	☐	☐	☐	☐
6 Markus	☐	☐	☐	☐	☐

(Total for Questions 4–6 = 3 marks)

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In der Stadt

Wo sind diese Leute? Tragen Sie den richtigen Buchstaben ein.

Where are these people? Enter the correct letter in the box.

A	KINO
B	BANK
C	MARKT
D	WURSTBUDE
E	POST
F	FUNDBÜRO
G	HOTEL
H	BAHNHOF

Beispiel	**B**
7	
8	
9	
10	
11	
12	

(Total for Questions 7–12 = 6 marks)

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Sport

13 Was sagt das Mädchen? Tragen Sie den richtigen Buchstaben ein.

What is the girl saying? Enter the correct letter in the box.

A jährlich

B fantastisch

C Freunden

D Ski

E billig

F Eltern

G ~~Sabine~~

H Apartment

Beispiel: Das Mädchen heißt [*G*]

(i) Sie fährt gern [ ]

(ii) Sie findet die Berge [ ]

(iii) Das macht sie [ ]

(iv) Sie fährt mit ihren [ ]

(v) Sie wohnen in einem [ ]

(vi) Das ist [ ]

(Total for Question 13 = 6 marks)

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Urlaub

14 Diese jungen Leute sprechen über den Urlaub.
Was ist für sie wichtig? Kreuzen Sie den richtigen Namen an ☒.

These young people are talking about their holidays.
What is important to them? Put a cross ☒ in the correct box.

	A Einkaufen	B Essen	C Wetter	D Unterkunft	E Freunde	F Sprache	G Ausflüge	H Strand
Beispiel: Magda	☐	☐	☒	☐	☐	☐	☐	☐
(i) Rudi	☐	☐	☐	☐	☐	☐	☐	☐
(ii) Laura	☐	☐	☐	☐	☐	☐	☐	☐
(iii) Mehmet	☐	☐	☐	☐	☐	☐	☐	☐
(iv) Angela	☐	☐	☐	☐	☐	☐	☐	☐
(v) Klaus	☐	☐	☐	☐	☐	☐	☐	☐
(vi) Conny	☐	☐	☐	☐	☐	☐	☐	☐

(Total for Question 14 = 6 marks)

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Kino

15 Sie brauchen Informationen über das Kino. Füllen Sie die Tabelle **auf Deutsch** aus.

You need information about the cinema. Complete the table **in German**.

Beispiel: Film	James Bond
(a) Erster Tag	.....
(b) Preis für Erwachsene	€ .....
(c) Parkplatz	.....

(Total for Question 15 = 3 marks)

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Essen

16 Katrin spricht über ihre Familie.
Von wem spricht sie? Kreuzen Sie die richtige Person an ☒.

Katrin is talking about her family.
Who is she talking about? Put a cross ☒ under the correct person.

	A Katrin	**B Mutter**	**C Vater**	**D Bruder**
Beispiel: ... isst gern Curry mit Reis.	☒	☐	☐	☐
(i) ... kocht nie.	☐	☐	☐	☐
(ii) ... kocht am Samstag oder Sonntag.	☐	☐	☐	☐
(iii) ... hat gestern gekocht.	☐	☐	☐	☐
(iv) ... isst kein Fleisch.	☐	☐	☐	☐

(Total for Question 16 = 4 marks)

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Fernsehstar

17 Sie hören eine Radiosendung über Thomas Gottschalk.
Kreuzen Sie die **6** richtigen Aussagen an ☒.

You hear this radio programme about Thomas Gottschalk.
Put a cross ☒ in the **6** correct boxes.

Beispiel: Thomas Gottschalk ist Fernsehstar.	☒
(a) Mit 17 Jahren hat Gottschalk die Schule verlassen.	☐
(b) Gottschalk arbeitete als Tänzer.	☐
(c) 1975 war er bei Radio Bremen.	☐
(d) Gottschalks erste Radiosendung war für junge Leute.	☐
(e) Die B3-Radioshow lief einmal pro Woche.	☐
(f) Die B3-Radioshow lief nachmittags.	☐
(g) Gottschalk ist sehr populär.	☐
(h) Gottschalk moderiert *Wetten, dass…?* nicht mehr.	☐
(i) *Wetten, dass…?* ist sehr beliebt.	☐
(j) Mehr als 10 Millionen Leute sehen die Sendung.	☐
(k) Gottschalk sucht im Moment Arbeit.	☐
(l) Gottschalk empfiehlt Arbeitserfahrung.	☐

(Total for Question 17 = 6 marks)

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Lebensstil

18 Ulrich spricht über sein Leben. Wählen Sie die richtige Antwort.

Ulrich is talking about his life. Choose the correct answer.

Beispiel: Der Junge heißt …

☐	**A** Karl.
☐	**B** Michael.
☒	**C** Ulrich.

(i) Er hat

☐	**A** nur im Bauernhaus gewohnt.
☐	**B** Lust, in einem Bauernhaus zu wohnen.
☐	**C** nie in einem Bauernhaus gewohnt.

(ii) Im Winter findet er das Wetter …

☐	**A** kein Problem.
☐	**B** deprimierend.
☐	**C** schlecht für seine Gesundheit.

(iii) Er benutzt das Internet oft …

☐	**A** für seine Hausaufgaben.
☐	**B** für Online-Einkäufe.
☐	**C** für Kommunikationen mit Freunden.

(iv) Seine Freunde sind …

☐	**A** alle in der Stadt.
☐	**B** auch isoliert.
☐	**C** oft bei ihm zu Besuch.

(v) Am Wochenende muss er oft …

☐	**A** arbeiten.
☐	**B** in die Stadt fahren.
☐	**C** früher ins Bett gehen.

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(vi) Am Wochenende möchte er ab und zu …

☒	**A** fernsehen.
☒	**B** Klavier spielen.
☒	**C** mit Freunden ausgehen.

(Total for Question 18 = 6 marks)

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Schule

19 Drei ausländische Schüler, Nura, Sardar und Laura, sprechen über das Leben in einer deutschen Schule.
Was finden sie positiv und was finden sie negativ?
Füllen Sie die Tabelle **auf Deutsch** aus.

Three foreign pupils, Nura, Sardar and Laura, are talking about life at a German school.
What do they find positive and what do they find negative?
Complete the table **in German**.

	VORTEIL ☺	**NACHTEIL** ☹
Nura	**Beispiel:** *türkische Lehrer*	(d) .... **(1)**
Sardar	(a) .... **(1)**	(e) .... **(1)**
Laura	(b) .... **(1)** (c) .... **(1)**	(f) .... **(1)** (g) .... **(1)**

(Total for Question 19 = 7 marks)

TOTAL FOR PAPER = 50 MARKS

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Write your name here

Surname	Other names

Edexcel International GCSE

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German

Paper 2: Reading and Writing

Sample Assessment Material
Time: 1 hour 30 minutes

Paper Reference
4GN0/02

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- Dictionaries may **not** be used in this examination.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over

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S 4 2 5 8 7 A 0 1 1 6

PEARSON

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

Urlaub

1 Was für Urlaub machen diese Leute? Kreuzen Sie an ☒ .

What sort of holiday are these people going on? Put a cross ☒ in the correct box.

A	**B**	**C**	**D**
E	**F**	**G**	

	A	B	C	D	E	F	G
Beispiel: Wir besuchen die vielen Sehenswürdigkeiten in Paphos.	☐	☐	☐	☐	☒	☐	☐
(i) Ich fahre im Januar in die Alpen. Da kann man gut Ski fahren.	☐	☐	☐	☐	☐	☐	☐
(ii) Ich gehe mit Freunden zelten.	☐	☐	☐	☐	☐	☐	☐
(iii) Ich mache Safari in Südafrika.	☐	☐	☐	☐	☐	☐	☐
(iv) Wir sind am Plattensee. Wir segeln, surfen und schwimmen.	☐	☐	☐	☐	☐	☐	☐
(v) Wir gehen wandern.	☐	☐	☐	☐	☐	☐	☐

(Total for Question 1 = 5 marks)

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Fernsehstar

2 Sie lesen diesen Artikel in einer deutschen Zeitschrift.

You read this article in a German magazine.

Oliver Pocher

Ich wurde am 18. Februar 1978 in Hannover geboren aber wohne jetzt in Köln.

Ich arbeite als Moderator bei Fernsehsendungen und als Disc-jockey auf Familienfesten.

Musik gefällt mir, besonders klassische Musik. Popmusik mag ich gar nicht.

Ich bin schlank und klein, nur 1,73 Meter groß. Ich bin totaler Fußball-Freak. Ich bin Fan von Hannover 96 und Trainer der Fußballnationalmannschaft von Sansibar!

Füllen Sie die Tabelle **auf Deutsch** aus.

Complete the table **in German**.

Name:	*Oliver Pocher*
Geburtsdatum:	*18. Februar 1978*
(a) Wohnort:	.....
(b) Job:	.....
(c) Lieblingsmusik:	.....
(d) Aussehen:	.....
(e) Hobby:	.....

(Total for Question 2 = 5 marks)

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Gesundheit

3 Sie lesen diese Umfrage in einer Zeitschrift.

You read this survey in a magazine.

Was machst du für deine Gesundheit?

Ümmihan (15):

Ich schwimme jeden Sonntag und ich ernähre mich gesund. Seit acht Jahren esse ich kein Fleisch, nur Fisch und Soja. Warum greifen Jugendliche zum Hamburger und essen fett und salzig? Keine Ahnung!

Laura (16):

Früher habe ich viele Süßigkeiten gegessen, aber jetzt esse ich keine - dafür mehr Obst und Gemüse. Ich bin nicht gestresst, weil ich gesund esse und regelmäßig zum Fitnesscenter gehe.

Denise (17):

Gemüse und Obst schmecken mir nicht besonders. Ich esse lieber Fleisch, obwohl zu viel schlecht für meine Gesundheit ist. Ich bin im Stress, weil ich viel arbeite und keinen Sport treibe.

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(a) Welche Person ist das? Kreuzen Sie an ☒ .

Which person is it? Put a cross ☒ the correct box.

(5)

	A **Ümmihan**	**B** **Laura**	**C** **Denise**
Beispiel:	☒	☐	☐
(i)	☐	☐	☐
(ii)	☐	☐	☐
(iii)	☐	☐	☐
(iv)	☐	☐	☐
(v)	☐	☐	☐

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(b) Sind Sie gesund? Schreiben Sie ungefähr 50 Wörter auf Deutsch.
Are you healthy? Write about 50 words in German.

Hier sind einige Ideen.
Here are some ideas.

(10)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 3 = 15 marks)

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4 Sie finden diese Webseite interessant.

You find this webpage interesting.

File Edit View Favourites Tools Help

Back Search

Address http://www.top-wetter.de/klima/deutschland.htm

Klima-Reisetipp: Deutschland

Die Durchschnittstemperaturen sind 2°C im Winter und 24°C im Sommer. Das Klima ist generell mild.

Da das Wetter in Deutschland ganzjährig wechselhaft ist, ist keine Jahreszeit für allgemeine Sightseeing-Reisen besonders ausgezeichnet.

Die größten Chancen auf warme und trockene Perioden findet man in den Monaten Juli und August. Aber es donnert und blitzt in diesen Monaten.

Wintersporturlaub ist in den Bergen empfehlenswert. Januar bis März sind die schneereichsten Monate. Im Flachland bleibt der Schnee nur selten lange liegen.

Eine Kur könnte man an den norddeutschen Küsten wegen der sauberen Meeresluft ganzjährig machen.

Selbstverständlich braucht man leichte Kleidung für den Sommer und warme Kleidung für den Winter. Aber man sollte immer eine Regenjacke im Gepäck haben, egal zu welcher Jahreszeit.

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Welche Sätze sind dem Text nach richtig? Kreuzen Sie **5** Sätze an ☒.

Which sentences are correct according to the text? Put a cross ☒ next to **5** answers.

Beispiel:	Die Temperaturen im Sommer sind um 24 °C	☒
(a)	Das deutsche Wetter ist selten extrem.	☐
(b)	Das Wetter in Deutschland ist immer heiß.	☐
(c)	Das deutsche Wetter kann von Tag zu Tag anders sein.	☐
(d)	Am besten besichtigt man die Sehenswürdigkeiten im Herbst.	☐
(e)	Im Hochsommer gibt es oft Gewitter.	☐
(f)	In Deutschland kann man nicht gut Ski fahren.	☐
(g)	Zwischen Januar und März fällt wenig Schnee in den Bergen.	☐
(h)	Die Luft an der See tut immer gut.	☐
(i)	Im Allgemeinen ist es ebenso kalt im Sommer wie im Winter.	☐
(j)	Es könnte ganz plötzlich nass werden.	☐

(Total for Question 4 = 5 marks)

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5 Sie lesen diesen Artikel in einer deutschen Zeitschrift.

You read this article in a German magazine.

Wildes Wasser…

Heike (15) ist auf dem Weg zum Leistungszentrum für Kanu-Sportler in Hohenlimburg in der Nähe von Dortmund. Solche Leistungszentren gibt es für die meisten bekannten Sportarten.

Wer Talent hat, ehrgeizig ist und viel trainiert, darf hier antreten. Heike hat viele Rennen gewonnen und ist inzwischen deutsche Meisterin im Kanu-Slalom.

Mit Schwimmweste und Helm besteigt sie ihren Kajak. Der Trainer erklärt, was sie machen muss: 7 rote und 18 grüne Tore so schnell wie möglich durchfahren... die roten gegen den Fluss, die grünen mit dem Fluss. Das ist gar nicht so einfach. Man braucht viel Mut und Kraft, um gegen die Strömung zu paddeln, aber Heike strengt sich an und steuert mit dem Körper und Paddelschlägen den schmalen Kajak. Am Ende der 350 Meter langen Strecke steigt sie aus und trägt das Boot zurück zum Start.

Kanu-Fahrer müssen das Wasser lieben und gut schwimmen können. Der Kanu-Sport ist eine gesunde Sportart, gefährlich nur, wenn man ihn nicht richtig kann!

„Mit dem Paddeln habe ich im Alter von acht Jahren begonnen und ich fühle mich immer wohl", erzählt Heike strahlend. „Außerdem treffe ich hier viele junge Sportler aus anderen Städten. Wenn ich nicht auf dem Wasser trainiere, jogge ich und zwar sieben Tage in der Woche. Viel Zeit für Freundschaften bleibt da nicht mehr, besonders weil ich die Hausaufgaben noch erledigen muss. Ich habe aber auch andere Hobbys. Dazu gehören Mode und Internet."

Für heute ist das Training zu Ende. Morgen geht's weiter!

Beantworten Sie diese Fragen **auf Deutsch**. Volle Sätze sind nicht nötig.
Answer these questions **in German**. Full sentences are not required.

(a) Warum fährt Heike zum Leistungszentrum?

(1)

.....

(b) Welche Eigenschaft muss man haben, um im Leistungszentrum mitzumachen?

(1)

.....

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(c) Woher weiß man, dass Heike diese Eigenschaft hat?

(1)

.....

(d) Was macht Heike, bevor sie ihren Kajak besteigt?

(1)

.....

(e) Warum findet Heike die Trainingsstrecke gar nicht so einfach?

(1)

.....

(f) Seit wann hat Heike dieses Hobby?

(1)

.....

(g) Nennen Sie einen Vorteil für Heike von diesem Hobby.

(1)

.....

(h) Wie sonst trainiert Heike?

(1)

.....

(i) Warum hat Heike nur wenig Zeit für ihre Freunde?

(1)

.....

.....

(j) Welche Rolle spielen Mode und Internet in Heikes Leben?

(1)

.....

(Total for Question 5 = 10 marks)

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6 Bearbeiten Sie **eine** der folgenden Aufgaben. Schreiben Sie ungefähr 150 Wörter **auf Deutsch**.

Choose **one** of the following tasks and write about 150 words **in German**.

(a) Sie schreiben an Ihren deutschen Freund.

Lieber Viktor,
in unserer Gegend gibt es fast jeden Tag einen Unfall. Letzte Woche zum Beispiel...

Schreiben Sie den Brief zu Ende (ungefähr 150 Wörter) mit folgenden Informationen:

- was letzte Woche passiert ist
- warum es so viele Unfälle gibt
- wie die Situation besser werden könnte

(20)

(b) Sie bekommen diese Aufgabe in Ihrer deutschen Austauschschule:

Schreiben Sie einen Bericht über das Thema Kindheit.
1. Wie war Ihre Kindheit?
2. Möchten Sie Kinder haben? Warum oder warum nicht?
3. Wie wird in Zukunft das Leben für Kinder sein?

Schreiben Sie einen Bericht (ungefähr 150 Wörter) und beantworten Sie die Fragen.

(20)

(c) Sie bekommen eine E-Mail von Steffi.

Hi!
Du hast einen eigenen Laptop, nicht wahr? Ich will einen, aber meine Eltern sagen, ich muss den alten Computer zu Hause benutzen. Was würdest du tun?
Deine Steffi

Schreiben Sie eine Antwort an Steffi (ungefähr 150 Wörter) mit folgenden Informationen:

- wie Sie einen Laptop bekommen haben
- die Vorteile und Nachteile von einem Laptop
- Ihre Meinung über Steffis Eltern
- was Steffi machen soll

(20)

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Indicate which question you are answering by marking the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Welche Aufgabe haben Sie gewählt?
Which task have you chosen? **6(a)** ☐ **6(b)** ☐ **6(c)** ☐

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(Total for Question 6 = 20 marks)

TOTAL FOR PAPER = 60 MARKS

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Edexcel International GCSE

German

Paper 3: Speaking

Sample Assessment Material

Paper Reference
4GN0/03

You do not need any other materials.

Turn over ▶

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PEARSON

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The following pages provide exemplar assessment material for the speaking component (Paper 3). Centres and candidates should refer to the Specification for full details of the requirements of this paper.

The pictures provided in this sample assessment material are for illustrative purposes only and must **not** be used for examination.

Throughout this sample speaking test, questions are given in the informal 'du' form. This is not a compulsory requirement, and the centre-appointed interviewer should ask questions in either the formal 'Sie' form or informal 'du' form at their discretion.

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Section A: Presentation and discussion based on a single picture

Maximum 4 minutes

1 TOPIC AREA A – HOME AND ABROAD

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The picture-based discussion begins with a short presentation by the candidate based on the picture which s/he has provided. The interviewer should then intervene with a series of questions based on the picture. The conversation must relate to the picture but may also include some questions prompted by the picture the candidate has chosen. The questions must not duplicate material already covered in the initial presentation. The aim is to develop the conversation as naturally as possible, following the candidate's lead and responding accordingly.

The interviewer should ensure that the candidate is given the opportunity to fulfil the requirements of the assessment criteria and to have access to the full range of marks. The following list of questions is not prescriptive, but rather indicates the types of question to be asked. All three question types should be covered in the discussion, although the main focus should be the picture provided by the candidate.

Questions relating to the picture

- Was macht diese Person auf dem Bild?
- Was trägt diese Person?
- Wie ist das Wetter?
- Wie sieht die Frau im Vordergrund aus?
- Welche Person findest du am interessantesten? Warum?

Questions indirectly related to the picture

- Was haben die Touristen wohl gemacht, bevor sie hierher gekommen sind?
- Was könnten sie als nächstes machen?
- Wer würde den Bus im Hintergrund nehmen?
- Wie fahren die Touristen um die Stadt, deiner Meinung nach? Warum?
- Woher kommen diese Touristen, meinst du?

Questions relating to the wider topic area

- Was gibt es für Touristen in deiner Gegend/Stadt zu machen/sehen?
- Ist das Wetter im Urlaub wichtig?
- Besichtigst du gern die Sehenswürdigkeiten? Warum (nicht)?
- Was ist dein Traumurlaubsziel?
- Warum ist der Urlaub wichtig?

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2 TOPIC AREA C – HOUSE, HOME AND DAILY ROUTINES

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The picture-based discussion begins with a short presentation by the candidate based on the picture which s/he has provided. The interviewer should then intervene with a series of questions based on the picture. The conversation must relate to the picture but may also include some questions prompted by the picture the candidate has chosen. The questions must not duplicate material already covered in the initial presentation. The aim is to develop the conversation as naturally as possible, following the candidate's lead and responding accordingly.

The interviewer should ensure that the candidate is given the opportunity to fulfil the requirements of the assessment criteria and to have access to the full range of marks. The following list of questions is not prescriptive, but rather indicates the types of question to be asked. All three question types should be covered in the discussion, although the main focus should be the picture provided by the candidate.

Questions relating to the picture

- Beschreib eine Person auf dem Bild.
- Was kann man noch auf dem Bild sehen?
- Wer sind diese Leute, deiner Meinung nach?
- Welche Person gefällt dir am besten auf dem Bild? Warum?
- Warum lächeln die Leute?

Questions indirectly related to the picture

- Was feiern die Leute, meinst du?
- Was machen sie noch, um zu feiern?
- Wie wäre das Bild vor zehn Jahren anders gewesen?
- Wie oft sehen sich diese Leute, deiner Meinung nach?
- Was ist wohl vorher passiert?

Questions relating to the wider topic area

- Wie sind die Verhältnisse in deiner Familie?
- Wie feiert deine Familie zusammen?
- Was machen die anderen Personen in deiner Familie im Moment?
- Warum sind Familien wichtig?
- Beschreib deinen letzten Geburtstag.

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3 TOPIC AREA E – SOCIAL ACTIVITIES, FITNESS AND HEALTH

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The picture-based discussion begins with a short presentation by the candidate based on the picture which s/he has provided. The interviewer should then intervene with a series of questions based on the picture. The conversation must relate to the picture but may also include some questions prompted by the picture the candidate has chosen. The questions must not duplicate material already covered in the initial presentation. The aim is to develop the conversation as naturally as possible, following the candidate's lead and responding accordingly.

The interviewer should ensure that the candidate is given the opportunity to fulfil the requirements of the assessment criteria and to have access to the full range of marks. The following list of questions is not prescriptive, but rather indicates the types of question to be asked. All three question types should be covered in the discussion, although the main focus should be the picture provided by the candidate.

Questions relating to the picture

- Wo spielt diese Szene?
- Was macht die junge Frau?
- Warum macht sie das?
- Beschreib die anderen Leute auf dem Bild.
- Was machen die jungen Männer im Hintergrund?

Questions indirectly related to the picture

- Was sagen die zwei Leute im Vordergrund, meinst du?
- Wie fühlt sich wohl die junge Frau?
- Was hat sie gemacht, bevor sie zum Theater gekommen ist?
- Was wird sie später machen?
- Wie wird das Theater später am Tag aussehen?

Questions relating to the wider topic area

- Warst du schon auf der Bühne/in einem Konzert?
- Beschreib ein Konzert, das du gehört hast.
- Was für Musik magst du?
- Warum ist Musik wichtig in deinem Leben?
- Welche Rolle spielt Unterhaltung in deinem Leben?

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Section B: Two conversations

Maximum 6 minutes

TOPIC AREA A – HOME AND ABROAD

Straightforward questions

- Beschreib deinen Wohnort.
- Wie ist das Wetter dort?
- Was kann man dort machen/sehen?
- Was hältst du von deiner Stadt/Gegend?
- Wo verbringst du gern die Ferien?
- Beschreib deinen letzten Urlaub.
- Was sind deine Pläne für den nächsten Urlaub?
- Was wäre dein Traumurlaubsziel? Warum?

Extension questions

- Ist deine Stadt/Gegend gut für junge Leute? Warum (nicht)?
- Was sind die Vorteile [oder die Nachteile] von dem Leben in der Stadt/ auf dem Land?
- Was hältst du von dem Klima in deinem Land?
- Welche deutschsprachigen Länder hast du besucht?
- Wie war es dort?
- Fährst du lieber mit Familie oder mit Freunden in den Urlaub? Warum?
- Warum sind Reisen ins Ausland wichtig?
- Was für Feiertage gibt es in deinem Land? Welcher Feiertag gefällt dir am besten? Warum?

TOPIC AREA B – EDUCATION AND EMPLOYMENT

Straightforward questions

- Beschreib deine Schule/deinen Schultag.
- Was für Fächer magst du (nicht)? Warum?
- Was trägst du in der Schule?
- Was hast du gestern in der Schule gemacht?
- Was sind deine Pläne für nächstes Jahr/später im Leben?
- Beschreib dein Arbeitspraktikum.
- Was wäre dein Traumjob?
- Warst du schon in einer anderen Schule? Wie war es dort?

Extension questions

- Was gefällt dir (nicht) an deiner Schule? Warum?
- Welche Schulfächer sind wichtig? Warum?
- Bist du für oder gegen Schuluniform? Warum?
- Was hältst du von den Schulregeln in deiner Schule?
- Sind Hausaufgaben wichtig? Warum (nicht)?
- Warum ist Arbeitserfahrung wichtig?
- Was muss man machen, um einen guten Job zu finden?
- Ist es besser, auf die Universität zu gehen oder früher mit der Arbeit anzufangen? Warum?

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TOPIC AREA C – HOUSE, HOME AND DAILY ROUTINES

Straightforward questions

- Beschreib deine Familie.
- Wo wohnst du? Wie ist es dort?
- Wo möchtest du wohnen, wenn du älter bist?
- Was machst du mit deinen Freunden?
- Wie hilfst du zu Hause?
- Was hast du letztes Wochenende gemacht?
- Was isst und trinkt deine Familie gern?
- Beschreib deinen letzten Restaurantbesuch.

Extension questions

- Was für Verhältnisse hast du mit den anderen in deiner Familie?
- Existiert die ideale Familie?
- Wie würdest du dein Zimmer zu Hause ändern, wenn du viel Geld hättest?
- Was ist wichtiger – Familie oder Freunde?
- Was sind die Charaktereigenschaften eines besten Freunds/einer besten Freundin?
- Wie möchtest du deine tägliche Routine ändern?
- Sollten junge Leute zu Hause helfen?
- Hat deine Familie eine gesunde Ernährung? Warum (nicht)?

TOPIC AREA D – THE MODERN WORLD AND THE ENVIRONMENT

Straightforward questions

- Was machst du für die Umwelt zu Hause?
- Was machst du für die Umwelt in der Schule?
- Warum ist die Umwelt wichtig?
- Welche Rolle spielen die Medien in deinem Leben?
- Beschreib deine Lieblingssendung/deinen Lieblingsfilm/dein Lieblingsbuch.
- Hast du ein Handy? Wann benutzt du es?
- Was machst du am Computer zu Hause/in der Schule?
- Beschreib eine berühmte Persönlichkeit, die du bewunderst.

Extension questions

- Was ist das größte Umweltproblem, deiner Meinung nach?
- Glaubst du, dass junge Leute zu viel fernsehen?
- Siehst du Filme lieber im Fernsehen oder im Kino? Warum?
- Was sind die Vorteile [oder die Nachteile] von Handys/vom Internet?
- Wie wichtig ist das Internet in deinem Leben?
- Was sind die größten sozialen Probleme in deinem Land?
- Was interessiert dich im Moment in den Nachrichten?
- Warum interessieren sich junge Leute (nicht) für die Nachrichten?

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TOPIC AREA E – SOCIAL ACTIVITIES, FITNESS AND HEALTH

Straightforward questions

- Beschreib deinen letzten Geburtstag.
- Was machst du gern in deiner Freizeit?
- Was für Musik magst du? Warum?
- Was machst du normalerweise am Abend/am Wochenende?
- Wie oft gehst du einkaufen? Wohin? Was kaufst du?
- Wie bekommst du dein Taschengeld? Was machst du damit?
- Was machst du, um dich fit zu halten?
- Beschreib ein ideales Wochenende. Was würdest du machen?

Extension questions

- Was sind für dich die wichtigsten Feste im Jahr?
- Welche Rolle spielen Sport und Musik in deinem Leben?
- Warum ist Freizeit wichtig?
- Ist es wichtig, Taschengeld zu haben? Warum (nicht)?
- Wie könnte man die Situation für junge Leute in deiner Stadt/Gegend verbessern?
- Hast du einen gesunden Lebensstil?
- Was hältst du von Rauchen/Alkohol/Drogen?
- Warum sind manche Leute Vegetarier?

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Sample mark schemes

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

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Paper 1: Listening

Question Number	Answer	Mark
1	A	**1**

Question Number	Answer	Mark
2	B	**1**

Question Number	Answer	Mark
3	A	**1**

Question Number	Answer	Mark
4	B	**1**

Question Number	Answer	Mark
5	E	**1**

Question Number	Answer	Mark
6	A	**1**

Question Number	Answer	Mark
7	H	**1**

Question Number	Answer	Mark
8	E	**1**

Question Number	Answer	Mark
9	F	**1**

Question Number	Answer	Mark
10	A	**1**

Question Number	Answer	Mark
11	C	**1**

Question Number	Answer	Mark
12	G	**1**

Question Number	Answer	Mark
13 (i)	D	**1**

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Question Number	Answer	Mark
13 (ii)	B	**1**

Question Number	Answer	Mark
13 (iii)	A	**1**

Question Number	Answer	Mark
13 (iv)	F	**1**

Question Number	Answer	Mark
13 (v)	H	**1**

Question Number	Answer	Mark
13 (vi)	E	**1**

Question Number	Answer	Mark
14 (i)	D	**1**

Question Number	Answer	Mark
14 (ii)	G	**1**

Question Number	Answer	Mark
14 (iii)	H	**1**

Question Number	Answer	Mark
14 (iv)	B	**1**

Question Number	Answer	Mark
14 (v)	A	**1**

Question Number	Answer	Mark
14 (vi)	F	**1**

Question Number	Answer	Mark
15 (a)	Donnerstag	**1**

Question Number	Answer	Mark
15 (b)	7,50	**1**

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Question Number	Answer	Mark
15 (c)	(am) Einkaufszentrum OR kostenlos	**1**

Question Number	Answer	Mark
16 (i)	D	**1**

Question Number	Answer	Mark
16 (ii)	C	**1**

Question Number	Answer	Mark
16 (iii)	A	**1**

Question Number	Answer	Mark
16 (iv)	B	**1**

Question Number	Answer	Mark
17	(d), (f), (g), (i), (j) and (l) are correct	**6**

Question Number	Answer	Mark
18 (i)	A	**1**

Question Number	Answer	Mark
18 (ii)	A	**1**

Question Number	Answer	Mark
18 (iii)	C	**1**

Question Number	Answer	Mark
18 (iv)	B	**1**

Question Number	Answer	Mark
18 (v)	A	**1**

Question Number	Answer	Mark
18 (vi)	C	**1**

Question Number	Answer	Mark
19 (a)	Any one of: Deutschstunden Deutschunterricht (lustige) Deutschstunden	**1**

Question Number	Answer	Mark
19 (b) / (c)	Two of: fühlt sich wohl viele AGs kann Hausaufgaben in der Schule machen gute internationale Atmosphäre	**2**

Question Number	Answer	Mark
19 (d)	keine türkischen Lehrerinnen concept of lack of female Turkish teachers	**1**

Question Number	Answer	Mark
19 (e)	Unterricht zu langsam	**1**

Question Number	Answer	Mark
19 (f)	kein Italienisch im Unterricht	**1**

Question Number	Answer	Mark
19 (g)	Deutsch sprechen anstrengend	**1**

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Paper 2: Reading and Writing

Question Number	Answer	Mark
1 (i)	G	**1**

Question Number	Answer	Mark
1 (ii)	A	**1**

Question Number	Answer	Mark
1 (iii)	F	**1**

Question Number	Answer	Mark
1 (iv)	B	**1**

Question Number	Answer	Mark
1 (v)	D	**1**

Question Number	Answer	Mark
2 (a)	Köln	**1**

Question Number	Answer	Mark
2 (b)	Moderator and/or Discjockey and/or Trainer der Fußballnationalmannschaft	**1**

Question Number	Answer	Mark
2 (c)	klassische (Musik)	**1**

Question Number	Answer	Mark
2 (d)	schlank OR klein OR 1,73 Meter (groß)	**1**

Question Number	Answer	Mark
2 (e)	Fußball	**1**

Question Number	Answer	Mark
3 (a)(i)	B	**1**

Question Number	Answer	Mark
3 (a)(ii)	C	**1**

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Question Number	Answer	Mark
3 (a)(iii)	A	**1**

Question Number	Answer	Mark
3 (a)(iv)	B	**1**

Question Number	Answer	Mark
3 (a)(v)	C	**1**

Question Number	Answer	Mark
3(b)	This question will be assessed according to the standard assessment criteria below.	**5 + 5 = 10**

Communication and content	**Mark**
• No rewardable material.	0
• Little meaningful communication; only occasionally comprehensible. • Most of the response may have been copied from the supporting passage without any attempt to adapt it.	1–2
• Limited communication; frequently lacking clarity. • Some of the response may have been copied from the supporting passage but with some attempt to adapt it.	3–4
• Mostly clear communication with some ambiguity. • The candidate's response is mostly independent; minimal reliance on the supporting passage.	5

Knowledge and application of language	**Mark**
• No rewardable material.	0
• Narrow range of basic vocabulary and structures. • Minimal accuracy in spelling and grammar.	1-2
• Adequate range of vocabulary and structures, with some repetition. • Some accuracy in spelling and grammar with errors.	3-4
• Good range of vocabulary and structures. • General accuracy in spelling and grammar, although there may be errors.	5

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Question Number	Answer	Mark
4	(a), (c), (e), (h) and (j) are correct	**5**

Question Number	Answer	Mark
5(a)	Sie will Kanu fahren Um Kanu zu fahren	**1**

Question Number	Answer	Mark
5(b)	Ehrgeiz/Talent fürs Kanufahren/bereit sein, viel zu trainieren (any one)	**1**

Question Number	Answer	Mark
5(c)	Sie hat viele Rennen gewonnen/Sie ist deutsche Meisterin im Kanu-slalom (any one)	**1**

Question Number	Answer	Mark
5(d)	Sie zieht die richtige Kleidung an Sie zieht Schwimmweste und Helm an	**1**

Question Number	Answer	Mark
5(e)	Es ist anstrengend/ermüdend	**1**

Question Number	Answer	Mark
5(f)	seitdem sie acht Jahre alt war / seit 7 Jahren	**1**

Question Number	Answer	Mark
5(g)	Sie fühlt sich immer wohl. OR Sie trifft andere junge Leute/viele junge Sportler.	**1**

Question Number	Answer	Mark
5(h)	Joggen/sie geht joggen.	**1**

Question Number	Answer	Mark
5(i)	sie muss viel trainieren <u>und</u> Hausaufgaben machen/sie geht joggen	**1**

Question Number	Answer	Mark
5(j)	Das sind ihre anderen Hobbys/eine wichtige (Rolle)	**1**

Question Number		Mark
6	This question will be assessed according to the standard assessment criteria below.	**10 + 5 + 5 = 20**

Communication and content	**Mark**
• No rewardable material.	0
• Little meaningful communication; only occasionally comprehensible. • The response is barely relevant to the task.	1–2
• Limited communication; frequently lacking clarity. • The response is partially relevant to the task but there may be major omissions.	3–4
• Mostly clear communication with some ambiguity. • The response is mostly relevant and addresses some aspects of the task.	5–6
• Clear communication with occasional ambiguity. • The response is relevant and addresses most aspects of the task.	7–8
• Clear communication with no ambiguity. • The response is relevant and fully addresses all aspects of the task.	9–10

Knowledge and application of language	**Mark**
• No rewardable material.	0
• Narrow range of basic vocabulary and structures. • Very little use of tenses to vary sentences.	1-2
• Adequate range of vocabulary and structures, with some repetition. • Some use of tenses to vary sentences.	3-4
• Uses wide range of vocabulary and structures, including some complex lexical items. • Use of a range of tenses to vary sentences.	5

Accuracy	**Mark**
• No rewardable material.	0
• Very little evidence of correct verb formation, gender and agreement. • Correct spelling is limited.	1-2
• Some evidence of correct verb formation, gender and agreement. • Spelling is accurate for some of the response.	3-4
• Strong evidence of correct verb formation, gender and agreement. • Spelling is generally accurate although there may be occasional lapses.	5

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Paper 3: Speaking

SECTION A

Presentation, communication and fluency	Mark
• No rewardable material.	0
• Minimal description of visual stimulus. • Totally reliant on teacher-examiner prompting. • Minimal expression of ideas and opinions. • Minimal responses (mainly one-word replies).	1–2
• Limited communication related to chosen visual stimulus. • Very hesitant and reliant on teacher-examiner prompting. • Expresses some simple ideas or opinions, but these will lack clarity. • Replies are limited and short.	3-4
• Communicates adequate information related to the chosen visual stimulus. • Able to sustain a conversation but requires some prompting. • Expresses simple ideas and opinions. • Replies are simple and rarely expanded upon.	5-6
• Communicates in some detail information related to chosen visual stimulus. • Speaks confidently, with minimal prompting necessary. • Has little difficulty expressing and explaining ideas and opinions. • Sometimes justifies and expands replies.	7-8
• Communicates a wide range of information related to chosen visual/stimulus. • Speaks very confidently, with very little or no hesitation and with spontaneity. • No difficulty in expressing and explaining a range of ideas and opinions. • Interacts well in post-presentation discussion. Frequently justifies and expands replies.	9-10

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Knowledge and application of language	Mark
• No rewardable material.	0
• Narrow range of basic vocabulary and structures. • Simple and often incomplete sentences.	1-2
• Adequate range of vocabulary and structures, with some repetition • Some use of tenses to vary sentences.	3-4
• Uses wide range of vocabulary and structures, including some complex lexical items. • Use of a range of tenses to vary sentences.	5

Accuracy	Mark
• No rewardable material.	0
• Very little evidence of correct verb formation, gender and agreement. • Pronunciation and intonation often interfere with comprehensibility.	1-2
• Some evidence of correct verb formation, gender and agreement. • Pronunciation and intonation sometimes interfere with comprehensibility.	3-4
• Strong evidence of correct verb formation, gender and agreement. • Pronunciation and intonation seldom interfere with comprehensibility.	5

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SECTION B

Communication, interaction and fluency	Mark
• No rewardable material.	0
• Responds only to very basic questions. • Very limited expression of opinions. • Produces minimal responses (mainly one-word answers). • Totally reliant on teacher-examiner prompting.	1-2
• Responds only to straightforward questions. • Opinions limited to basic likes and dislikes. • Replies are limited and short. • Conversation very hesitant throughout and reliant on teacher-examiner prompting.	3-4
• Responds to more complex questions. • Conveys simple opinions and offers some personal response. • Copes with open-ended questions but rarely expands. • Able to sustain a conversation although frequently hesitant and requires some prompting.	5-6
• Responds to a range of question types. • Expresses opinions, attitudes and ideas. • Takes initiative occasionally; sometimes justifies and expands replies. • Able to sustain a relevant conversation with some hesitation and minimal prompting.	7-8
• Responds to a wide range of question types. • Confident expression of opinions, attitudes, and a range of ideas. • Takes the initiative; frequently justifies and expands replies. • Able to sustain a relevant conversation with ease and with very little or no hesitation.	9-10

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Knowledge and application of language	Mark
• No rewardable material.	0
• Narrow range of basic vocabulary and structures. • Simple and often incomplete sentences.	1-2
• Adequate range of vocabulary and structures, with some repetition • Some use of tenses to vary sentences.	3-4
• Uses wide range of vocabulary and structures, including some complex lexical items. • Use of a range of tenses to vary sentences.	5

Accuracy	Mark
• No rewardable material.	0
• Very little evidence of correct verb formation, gender and agreement. • Pronunciation and intonation often interfere with comprehensibility.	1-2
• Some evidence of correct verb formation, gender and agreement. • Pronunciation and intonation sometimes interfere with comprehensibility.	3-4
• Strong evidence of correct verb formation, gender and agreement. • Pronunciation and intonation seldom interfere with comprehensibility.	5

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