

INTERNATIONAL GCSE

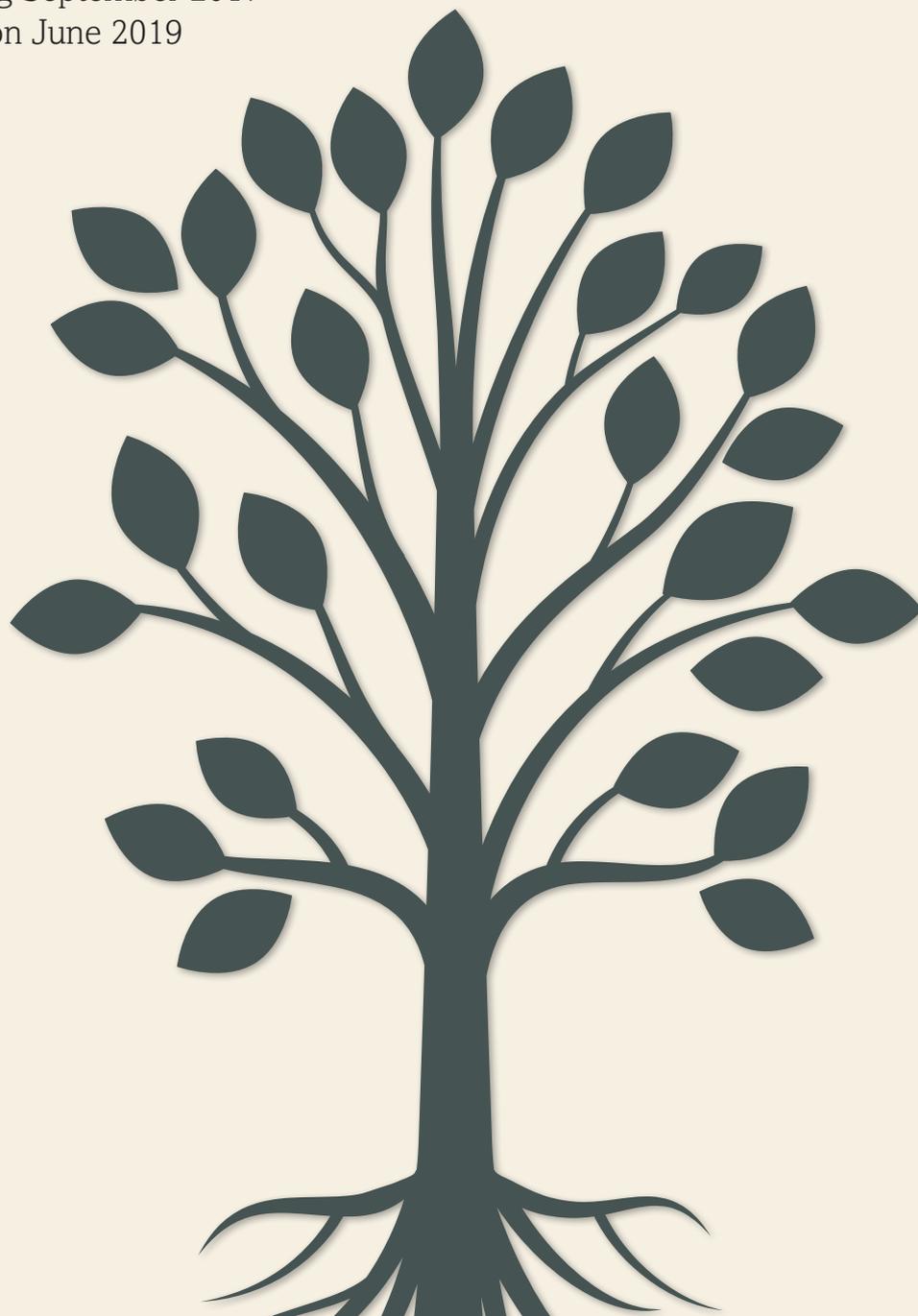
German (9-1)

GETTING STARTED GUIDE

Pearson Edexcel International GCSE in German (4GN1)

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Introduction

This getting started guide provides an overview of the new Pearson Edexcel International GCSE in German qualification, to help you to get to grips with the changes to content and assessment, and to help you understand what this means for you and your students.

Support for delivering the new specification

Our package of support to help you plan and implement the new specification includes:

Planning – In addition to the relevant section in this guide, we will provide a course planner and an editable scheme of work that you can adapt to suit your department.

Teaching and learning – To support you in delivering the new specification, we will provide suggested resource lists and suggested activities.

Understanding the standard – Sample assessment material will be provided.

Tracking student progress – Results Plus provides the most detailed analysis available of your students' exam performance. It can help identify topics and skills where students could benefit from further learning. We will also offer examWizard, which is a free exam preparation tool containing a bank of past Edexcel exam questions, mark schemes and examiner reports for a range of GCSE and International GCSE subjects.

Support – Our subject advisor service, and online community, will ensure you receive help and guidance from us as well as enabling you to share ideas with each other. You can sign up to receive e-newsletters to keep up to date with qualification updates, and product and service news. Email our subject advisor: TeachingLanguages@pearson.com

Key features of the qualification

- Engaging topics suitable for all students

The new specification is based closely on the legacy specification with only necessary changes made to reflect trends in Modern Foreign Language assessment. The content is culturally relevant and sensitive.

- Clear and straightforward question papers

These include realistic and contextualised tasks based on authentic texts, including the introduction of a text from a literary source. Tasks types will be recognisable from series to series. Clear mark schemes will allow teachers and students to understand the assessment.

- Broad and deep development of skills

Students will be able to develop skills acquired at Key Stage 3. The new 9-1 system of grading will cater for a wide ability range whilst giving the most able students a realistic challenge.

- Enables progression

Students can progress from the International GCSE to Level 3 qualifications including the International A Level. Achievement in the International GCSE is broadly equivalent to Levels A2 and B1 of the Common European Framework of Reference for Languages.

What's new?

This new specification draws on the successful aspects of the legacy specification whilst introducing changes based on trends in modern foreign language testing in the UK and feedback from all parts of the international school, UK independent school and language teaching community.

The three papers of the legacy specification are maintained with equal weighting given to all four skills of listening, reading, writing and speaking. Assessment is linear with the first examination series in the summer of 2019.

Assessment is based on the five main Topic Areas listed in the specification. These are largely similar to the legacy specification. Whilst the Topic Areas of *Home and abroad* (A), *Education and employment* (B) and *Social activities, fitness and health* (E) are maintained, Topic Areas C and D have been renamed *Personal relationships* and *The world around us*. In essence, however, much of the content of the Topic Areas remains the same.

Detailed changes are as follows:

- Some sub-topics have been moved. *Weather and climate* and *Travel and transport* are now tested as part of Topic Area D; *Childhood* is now tested as part of Topic Area C; *Food and drink* is now tested as part of Topic Area E.
- Some sub-topics have been removed. *Religion* no longer features in Topic Area A, leaving *Customs* as a stand-alone sub-topic. *Current affairs and social issues* no longer features in Topic Area D.
- Some new sub-topics have been introduced. Topic Area B now includes *School rules and pressures*, *School trips, events and exchanges* and *Volunteering*. Topic Area C now includes *Role models* and *Relationships with family and friends*.

Rubrics in the listening, reading and writing examinations will be given only in the target language. These rubrics and suggested questions for the speaking examination will be given in the second person singular informal form.

Multiple-choice questions in the listening and reading examinations will have four rather than three options from which to choose the correct answer.

Changes to the assessment structure for each skill are as follows:

Listening

Weighting: 25%

Examination: 30 minutes plus 5 minutes reading time

Marks: 40

There is no change to the assessment aims for this paper. However, the paper is now based on a reduced number of recorded extracts with fewer marks. Candidates will hear each of seven extracts twice. As before, these will include monologues, dialogues or conversations between three speakers.

There will be an incline of demand within the listening examination. It will begin with shorter statements which build into short paragraphs and longer conversations. Task types demand a variety of input from students and include multiple-choice, multiple-matching, note-taking, table-completion and gap-fill questions.

Reading

Weighting: 25%

Examination: c. 52 minutes of the 1hr 45 mins available for the whole of Paper 2

Marks: 40

The assessment aims for this paper remain the same as in the legacy specification.

The five reading passages placed together in Section A of Paper 2 (Reading and writing) will come from a range of authentic sources and will include task types which demand a variety of input from students, including multiple-choice, multiple-matching, note-taking, table-completion, gap-fill and short-answer questions.

One text will be taken from a literary source with questions requiring note-taking from the text. Teachers should note that the text is simply a vehicle for testing language from a different genre than has been tested in the legacy specification. Literary knowledge will not be tested.

Writing and grammar

Weighting: 25%

Examination: c.52 minutes of the 1hr 45 mins available for the whole of Paper 2

Marks: 40

The assessment aims for this paper remain the same as in the legacy specification with the addition of “understand grammatical structures and functions, in context”.

The three writing and grammar questions in Section B are very similar to the two writing questions in the legacy specification with the following differences:

The writing tasks are now placed together in the paper, rather than separately as they were in the legacy specification.

Question 6 requires candidates to write 60 – 75 words of German. This question is no longer based on a reading passage and the words given in boxes below the question are prescriptive rather than optional.

There continues to be a choice of three more challenging questions at Question 7 with a word count of between 130 and 150 words.

Question 8 is a grammar-based task which requires candidates to complete a text with the correct grammatical form of verbs or adjectives.

Speaking

Weighting: 25%

Examination: 8-10 minutes

Marks: 40 marks

The assessment aims for this paper are:

- describe the contents of a picture
- describe possible past or future events related to people in the picture
- respond to questions about the picture and its related topic
- take part in a spontaneous conversation on two further topics.

In Section A students respond to questions on a picture of their own choice. Candidates will no longer give a presentation. They may select a picture from any sub-topic area excluding sub-topics A3 (*Services*), C3 (*Role models*), C5 (*Childhood*), D2 (*Weather and climate*) and E4 (*Accidents, injuries, common ailments and health issues*). These will not be assessed in Task A.

In Sections B and C candidates take part in a spontaneous discussion. The teacher/examiner will use the randomisation grid provided by Pearson to determine which topic is to be examined in Task B and Task C.

The timing of the tasks has changed to the following pattern:

- Task A: 2 to 3 minutes
- Task B: 3 to 3 minutes 30 seconds
- Task C: 3 to 3 minutes 30 seconds.

Content guidance

AO1 – Understand and respond, in writing, to spoken language

This Assessment Objective is tested in Paper 1, Listening, by means of seven recorded extracts of spoken German. The paper begins with short recorded extracts which students match to a picture. In questions 3 and 7 students respond in writing to what they hear. There is an incline of difficulty throughout the paper.

Example from Sample Assessment Material

Transcript:

Frühstücksfernsehen

Frage Nummer 7

M1 Für Eltern ist das Fernsehen beim Frühstück entweder zu laut oder ein guter Fokus für die Kinder. Was meinen Sie, Frau Markowitz?

F2 Viele Lehrer sehen das positiv. Die jungen Leute kommen in die Schule mit einem Verständnis von aktuellen Themen. Aber viele mögen es nicht, dass Jugendliche sich nur für Sensationsgeschichten interessieren, die sie in den Nachrichten gehört haben. Und natürlich ist es schlecht, wenn Schüler wegen des Fernsehens am Frühstückstisch spät zum Unterricht kommen. Ich würde aber sagen, dass es gut ist, wenn der Tag schon vor der Schule mit einer Zeit des Zuhörens anfängt. Schüler sind dann ruhiger, wenn sie im Klassenzimmer sitzen. Angst vor Augenbeschwerden braucht man nicht zu haben.

M1 Und welchen Einfluss hat das Frühstücksfernsehen auf das Familienleben?

F2 Wichtig ist, dass Jugendliche irgendwann am Tag die sozialen Netzwerke in Ruhe lassen. Das Fernsehen sorgt dafür. Das Frühstück ist die wichtigste Mahlzeit des Tages und viele behaupten, dass Fernsehen das Essen stört. Außerdem leidet die Familie darunter, wenn keine Diskussionen am Tisch stattfinden. Andererseits bringt der Fernseher eine gewisse Entspannung an den Frühstückstisch, wo es sonst hektisch sein kann. Fernsehreportagen können auch zum Gesprächsthema in der Familie werden.

M1 Frau Markowitz, ich danke Ihnen für das Interview.

Question paper:

Frühstücksfernsehen

- 7 Eine Expertin spricht über das Frühstücksfernsehen. Was sagt sie?
 Mach Notizen **auf Deutsch**. Vollständige Sätze sind nicht nötig.

	Vorteile	Nachteile
Beispiel: Für Eltern	ein guter Fokus für Kinder	Fernseher ist zu laut
Für die Schule	(a) (b)	(c)
Für das Familienleben	(d) (d)	(f)

This question, the most demanding in the paper, requires candidates to extract information from an extended piece of recorded German. The challenges lie in selecting the correct information as an advantage or a disadvantage and in matching it to either *Für die Schule* or *Für das Familienleben*.

It should be noted that students do not need to answer in full sentences. So an advantage for school might be given as *verstehen aktuelle Themen*; or a disadvantage for family life as *keine Diskussionen am Tisch*. As illustrated here, targeted lifts are permissible.

This question tests all the strands of listening which are listed for AO1:

- 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.

Teachers should encourage students at this level to listen for detail. Thus a disadvantage for breakfast television for family life would be *stört das Essen*, rather than just *stört*.

Further examples of this type of note-taking question can be found in the legacy specification.

Listening activity 1

Tape transcript:

Im Supermarkt

Frage Nummer 3

F1 Willkommen im Benno-Plus. Haben Sie letzte Woche unser Rindfleisch -Angebot probiert? Diese Woche ist unser Angebot der Woche Hähnchen zum halben Preis. Im Spielzeugabteilung finden Sie Geschenkideen für junge Leute. Diese Abteilung befindet sich jetzt im dritten statt im ersten Stock. Im Erdgeschoss finden Sie Schmuck, Schminke Mode. Unser Weihnachtsladen ist ab dem ersten November offen – nicht am ersten Dezember wie auf dem Plakat. Aber machen Sie sich keine Sorgen. Heute haben Sie genug Zeit für Ihre Einkäufe. Wir haben bis neunzehn Uhr dreißig auf – eine ganze Stunde später als normal. Also worauf warten Sie? Los geht's!

Question paper:

Im Supermarkt

3 Du hörst eine Ansage im Supermarkt.

Fülle die Tabelle **auf Deutsch** aus.

- Beispiel:** Supermarkt: *Benno-Plus*.....
- (a) Angebot der Woche: (1)
- (b) Spielzeug-Abteilung: im Stock (1)
- (c) Im Erdgeschoss: und (2)
- (d) Weihnachtsladen geöffnet: vom (1)
- (e) Ladenschluss: (1)

This activity requires students to make short notes in German, usually just one word or a number such as a time or a price. They must listen for distractors and process the information to select the correct answer. Occasionally there may be more than one correct answer as in (c). Students are not penalised for wrong spelling as long as the word is recognisable.

Listening activity 2

Transcript:

Schule

Frage Nummer 4

F1 Wie ist deine Schule, Peter

M1 Wenn wir am Mittwoch auf dem Fußballplatz sind, bin ich zufrieden. Französisch oder Englisch gefallen mir nicht. Dass wir nach dem Mittagessen keinen Unterricht haben, ist toll. Aber ich muss um halb sechs aus dem Bett – furchtbar. Und du, Lena?

F1 Hausaufgaben hasse ich. Ich mag sehr wenig, außer wenn wir wegfahren, so wie letzte Woche mit der Erdkunde Klasse – das was fantastisch. Der Chor mag ich auch, denn ich singe gern. Und du, Georg?

M2 Musik ist schrecklich. Ich mag lieber den Spanischunterricht mit Frau Arumi. Ich bin gern im Klassenzimmer, anstatt auf einer Klassenfahrt. Am liebsten schreibe ich Klassenarbeiten. Seltsam, nicht!

Question paper:

Schule

4 Was mögen sie an der Schule?

Kreuze die **sechs** richtigen Kästchen an [X].

	Peter	Lena	Georg
Beispiel: Sportunterricht	[X]	[]	[]
(a) Fremdsprachen	[]	[]	[]
(b) Klassenfahrten	[]	[]	[]
(c) Freier Nachmittag	[]	[]	[]
(d) Tests	[]	[]	[]
(e) Früh anfangen	[]	[]	[]
(f) Musik-AG	[]	[]	[]

This activity in which students have to decide who says what from a choice of three speakers highlights the need to learn vocabulary in word fields.

Teachers should encourage students to listen to the whole recording first before choosing the correct answers. In this sort of question, some activities are mentioned twice or three times and students must be able to determine, for example, who likes the activity rather than dislikes it.

Listening activity 3

Transcript:

Berlin als Reiseziel

Frage Nummer 5

F1 Wie war dein Besuch in Berlin, Michael?

M1 Bei Jugendlichen gehörte Berlin schon immer zu den beliebtesten Reisezielen. Aus gutem Grund, denn in der deutschen Hauptstadt entdeckt jeder etwas Interessantes – ob Kultur, Kultur oder Konsum. Ich war begeistert trotz der hohen Preise. Gerade was Musik angeht, hat die Berliner „Szene“ mit Funk, Hip Hop oder Jazz eine Menge zu bieten. Die Stadt ist allerdings mit keiner anderen Musikrichtung so sehr verbunden wie mit Techno.

F1 Wie waren die Cafés?

M1 Toll. Alle die fleißig im Internet surfen wollen, können das im größten Internet-Café der Stadt, im *easyEverything*, machen. Das Café ist rund um die Uhr geöffnet – auch sonntags.

F1 Wo hast du gewohnt?

M1 In einem Jugendhotel. Das war eines altes Fabrikgebäude aus dem Jahr 1902. Das Hotel lag ziemlich zentral und hatte auch Poolbilliard, Kicker und Karaoke, was sehr laut war. Das war für mich nicht nötig, weil ich immer unterwegs war – auch für alle Mahlzeiten außer dem Frühstück.

Question paper:

Berlin als Reiseziel

5 Was sagt Michael?

Wähle die richtige Antwort [X].

Beispiel: Berlin war immer ...

- A** unbleibt unter Jugendlichen.
- B** populär bei jungen Leuten.
- C** eine Stadt für ältere Leute.
- D** Sportlerin.

- (a) Michael fand die Stadt ... (1)
- A** ermüdend.
 - B** historisch.
 - C** faszinierend.
 - D** preiswert.
- (b) Techno-Musik ist in Berlin ... (1)
- A** noch nicht sehr bekannt.
 - B** ein altmodischer Musikstil.
 - C** die populärste Musikrichtung.
 - D** schwierig zu finden.
- (c) Das Internet-Café *easyEverything* ... (1)
- A** kann man zu jeder Zeit besuchen.
 - B** ist sonntags geschlossen.
 - C** hat kein WiFi-Signal.
 - D** ist noch nicht geöffnet.
- (d) Michaels Hotel war ... (1)
- A** neben einer Fabrik.
 - B** weit außerhalb der Stadt.
 - C** ein neues Gebäude.
 - D** ein renoviertes Altbau.
- (e) Michael hat die Freizeitangebote im Hotel ... (1)
- A** nicht benutzt.
 - B** gehasst.
 - C** nicht bemerkt.
 - D** geliebt.
- (f) Michael hat ... (1)
- A** alle Mahlzeiten im Hotel gehabt.
 - B** im Hotel nicht gefrühstückt.
 - C** nichts im Hotel gegessen.
 - D** einmal täglich im Hotel gegessen.

Teachers should prepare students for this question type by encouraging them to listen for gist and to consider the options carefully before choosing the correct answer. For example, (f) required students to have understood the fact that Michael eats only one meal a day with the word *außer* being crucial to grasping the idea.

Suggested additional activity: In groups, pupils conduct a “brainstorm” activity, where each group has to identify/suggest one way (with an example) of how to pin down options within a response e.g. Listening for a target verb, use of negative or adverb. They should already be largely familiar with this process by the start of KS4, but refreshing this process in advance of a listening/reading task is productive and helps to avoid pitfalls.

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

This Assessment Objective is tested in Section B of Paper 2. Question 6 requires a short piece of writing on a familiar topic of between 60 and 75 words. Students must respond to the four ideas given in boxes below the title, although other ideas may be introduced. Question 7 is an extended piece of writing from a choice of three questions requiring 130 to 150 words of German. Four bullet points are given to help structure the response; these must be addressed in the answer. Question 8 is a gap-fill grammar exercise which assesses students’ understanding of grammar. They are required to complete a text with the ten correct forms of verbs and adjectives.

Example from Sample Assessment Material

7 Wähle **eine** der folgenden Aufgaben und schreib zwischen 130–150 Wörter **auf Deutsch**.

(a) Schreib eine E-Mail an eine Freundin/einen Freund.
Du musst Folgendes erwähnen:

- warum Fitness für dich wichtig ist
- was du neulich für deine Gesundheit gemacht hast
- warum einige Leute nichts für die Gesundheit tun
- wie du deinem Freund/deiner Freundin helfen wirst, fit zu werden.

This example of an extended writing task is based on Topic Area E, sub-topic *Health issues*. The bullet points will help students to structure their essay and to access the full range of marks by including a range of tenses and opinions.

When preparing candidates for this task, teachers should guide them towards the main focus of each bullet points. For example in this task, the bullet points suggest:

- warum Fitness für dich wichtig ist: a description of health activities with opinion and justification
- was du neulich für deine Gesundheit gemacht hast: a description of fitness activities in the past tense
- warum einige Leute nichts für die Gesundheit tun: opinion and justification with reference to the third person
- wie du deinem Freund/deiner Freundin helfen wirst, fit zu werden: use of future tense or future intent.

Teachers should advise students to avoid repetition of content and language within their response.

Suggested additional activity: A differentiated syntax activity, followed by a marking activity and a marking task.

A) A total of 15 (5 green, 5 amber, 5 red) envelopes of between 6 and 15 words are distributed around the classroom – Designated teams of e.g. 4 students need to construct as many sentences as possible with the words in their envelope and jot them down, with a view to having a maximum of 12 sentences to support the subsequent completion of a written task.

B) The subsequent activity would involve the 4 students writing up the 5 GREEN phrases on small whiteboards and having to stand in a line, with the simplest sentence holder on the left of the line and the most difficult sentence holder on the right. Students must give justifications and these could be challenged perhaps. The same approach is then carried out with amber and red sentences, with more confident pupils being asked towards the end of the process.

C) The teacher devises a writing task, linking the bullet points to the assessment criteria, so that students may determine what is required for a given mark. This could be preceded by a task where pupils must place cut up grids in the correct ascending mark order.

Writing activity 1

Fernsehen

6

jeden-Abend

letzte Woche

Lieblingssendung

Meinung

Schreib 60–75 Wörter **auf Deutsch** über Fernsehen. **Du musst** alle Wörter oben benutzen.

This shorter writing task is based in Topic Area D, sub-topic *The media*. The words in boxes could lead towards a response such as:

Ich sehe jeden Abend im Wohnzimmer fern. Normalerweise sehe ich zwei oder drei Stunden am Tag fern. Ich habe keine Lieblingssendung, aber Dokumentarfilme gefallen mir, weil sie interessant sind. Ich sehe auch die Nachrichten mit meiner Familie und wir diskutieren sie zusammen. Letzte Woche hatte ich keine Zeit für Fernsehen. Schade – denn ich finde Fernsehen toll. Meiner Meinung nach könnte ich nicht ohne Fernsehen leben.

Writing activity 2

7 Wähle **eine** der folgenden Aufgaben und schreib zwischen 130–150 Wörter **auf Deutsch**.

(c) Es gibt einen neuen Umweltclub in deiner Gegend. Schreib ein Blog über den Club. Du musst Folgendes erwähnen:

- warum die Umwelt wichtig ist
- wie die anderen Leute im Club sind
- welche Events im Club geplant sind
- was du in Zukunft für die Umwelt hoffst.

This extended writing task is based on Topic Area D, sub-topic *The environment*. Students can use their knowledge of the familiar topic to answer the question, but must adapt learned language to address the demands of the bullet points as they are worded.

Teachers should ensure that students are aware of the need in this question to write more complex German. They should be prepared to use the widest range of structures they can, focusing on a range of tenses, complex sentences and variety of good vocabulary. In addition they should be prepared to use good linking words and phrases to help the essay flow and give a variety of opinion and justification.

Writing activity 3

Suggested additional activity to support the task below:

Gap-fill verb tables are a useful transitional task, as the correct responses are worked out in isolation students populate a grid of partially (circa 25%) completed verb forms (present, perfect, imperfect, future, conditional) in the 1st person singular, then progress to one which contains only 3rd person singular, then 3rd person plural, with the fourth grid containing a mixture of the above.

This equally lends itself to the principles around adjectival endings.

This may be consolidated by the use of contextualisation tasks which may include using a related text for a colour highlighting task – matching subjects + verbs, adjectives + nouns, as tasks like the one below require pupils to relate the target word to another element of the sentence, not necessarily the preceding/following word.

Kindheit

- 8 Schreibe die Form des Wortes **(a)–(j)**, damit das Wort im Satz richtig ist. Vorsicht! Es ist nicht immer nötig, die Form in Klammern zu ändern.

Ich war das **(a) [erst]** Kind meiner Eltern. Sie haben sich über meine Geburt sehr **(b) [freuen]**, und heute kann man das von den Fotos **(c) [sehen]**. Mit meinem **(d) [jünger]** Bruder, der vier Jahre später geboren wurde, waren wir eine sehr **(e) [glücklich]** Familie. Weil wir auf dem Land gewohnt haben, **(e) [dürfen]** wir immer im Freien spielen und vieles machen, was anderen Kindern verboten **(f) [sein]**.

Soviel ich **(g) [wissen]**, hatte ich im Kindergarten und in der Grundschule viele **(h) [nett]** Freunde. Mit ihnen bin ich oft ins Schwimmbad oder ins Kindertheater **(i) [gehen]**. Natürlich **(j) [haben]** solche Besuche immer so viel Spaß gemacht.

- (a) **(1)**
- (b) **(1)**
- (c) **(1)**
- (d) **(1)**
- (e) **(1)**
- (f) **(1)**
- (g) **(1)**
- (h) **(1)**
- (i) **(1)**
- (j) **(1)**

Teachers should note that the form of the word in brackets does not necessarily have to change. Students have to take note of the context to establish the correct form. In this example, the verb forms in (c) and (j) remain the same.

In preparation for this task, students could be encouraged to:

- read texts and highlight the subject, direct or indirect object
- learn which prepositions take which case
- identify the tense of each verb in a text
- learn the present and imperfect tense of modal verbs
- choose, from a choice of three, the correct word to be inserted in a similar text.

AO3 – Understand and respond, in writing, to written language

This Assessment Objective is tested in Paper 2, Reading, by means of five reading passages in German with varied appropriate task types. Whilst the paper begins with a relatively straightforward question requiring grid completion or a matching exercise, it moves towards more challenging questions which require a written response in German in Question 5. One question is based on a literary text but requires no prior knowledge of the text or indeed any literary knowledge or vocabulary.

Example from Sample Assessment Materials

Abschied

- 4 Lies den Auszug aus dem Text. Franz Kafka (der Doktor) sagt Tile Auf Wiedersehen.

Michael Kumpfmüller: Die Herrlichkeit des Lebens

Am nächsten Vormittag regnet es in Strömen. Der Doktor befindet sich auf dem Balkon des Hotels und beobachtet ein großes Hin und Her, denn heute reisen viele Gäste nach Hause. Es ist Sonntag und auch Tile muss zurück. Gegen elf steht sie im Regenmantel in der Empfangshalle und versucht nicht zu weinen. Der Doktor hat ihr etwas gekauft, einen rubinroten Schal. Wir sehen uns in Berlin verspricht der Doktor, womit er nur meint, dass er sie auf der Rückreise in ihrer Buchhandlung besuchen wird. Trotzdem weint sie jetzt. Der Doktor fragt, aber warum, und sie schüttelt den Kopf. Hat er die Adresse? Der Doktor sagt ja, er wird ihr schreiben, sobald er weiß, wann genau er kommt, denn wenn es weiter so regnet werden seine Schwestern bald nach Hause wollen. Der Doktor spricht mit ihr über ihre Eltern. Tile wird jetzt bei ihnen wohnen, was sie nicht mag, aber der Doktor sagt, du musst, du hast es versprochen. Später ist er eigentlich froh, dass sie weg ist.

(Source: Michael Kumpfmüller: Die Herrlichkeit des Lebens)

Mache Notizen. Füll die Tabelle **auf Deutsch** aus, oder benutze Zahlen.

Beispiel: Wetter: Es regnet

- (a) Der Doktor steht: (1)
- (b) Uhrzeit: (1)
- (c) Tiles Laune: (1)
- (d) Geschenk: (1)
- (e) Treffpunkt mit Tile:
..... (2)
- (f) Familie des Doktors: (1)
- (g) Gesprächsthema: (1)
- (h) Tile wird wohnen: (1)
- (i) Der Doktor fühlt sich: (1)

Teachers should note that this question based on an extract from a literary text requires no prior knowledge of the text and is not based on literary understanding. It is merely a vehicle for testing the skill of reading and understanding of language, in this example based on Topic Area C, sub-topic *Relationships with family and friends*.

Students are required to write short notes in German, usually a short phrase or simply one word. Targeted lifts are accepted. In a question requiring an inferred answer as in (c), the response *will weinen* is also accepted since it shows that the student has understood the question.

Suggested additional activity:

Inference may be required at this point within the examination. This is quite a complex skill in itself which will have been developed in mother tongue lessons at an earlier stage. For those students needing to review this skill, the following activity may be helpful:

1. Ask students to define inference, as they may not know. It is helpful to be ready with a student-friendly definition, plus lots of exemplification.
2. Once students know/recall the meaning of inference, the actual task may be considered away from the context of the examination by asking students to match up definitions + terms in their mother tongue, then proceeding with German versions e.g. Determined – Nothing ever stood in his way. The teacher may wish to **split** the above into easier steps, as this is one of the more difficult principles at International GCSE.

Additional suggested activities:

In terms of **recognition** tasks, this can be a little too elementary at this level if presented as a classroom task, so it may be combined with a syntax task/other. E.g. Using small whiteboards to unjumble the words of ten on-screen sentences which relate to the pros and cons of the internet. Students then categorise the **opinions**, according to positive / negative / relevant / irrelevant / other.

Emotions: This may be introduced/ reviewed / embedded at several levels:

1. Mime – A useful Assessment for learning (AFL) task, allows the teacher to check progress based upon visual judgements e.g. tired, afraid, happy, sad, surprised, bored. Powerpoint based clues can extend this to a broader range of emotional recognition, as many are similar.
2. Review – Thumbs up/down to indicate whether a positive/negative emotion term is on whiteboard
3. Emotional scenarios – Presented, one at a time on main whiteboard – pupils present one word response on small whiteboards in German. e.g. Day before birthday = *excited*. This combines with activities covering “inference”.
4. Pairing/recognizing of “opposites” activities – as it is important to acquire opposites/negatives from the perspective of examination responses.

Reading activity 1

Klima

Auf den nördlichen Ostfriesischen Inseln sind die **Winter milder und und die Sommer kühler als auf dem deutschen Festland** – es gibt hier keine extrem kalten oder heißen Tage.

Leider regnet es im Frühling bis weit in den Sommer hinein, und im **September und Oktober** gibt **es mehr Stürme**. Aber im **Sommer** wehen meistens **ruhige Westwinde**. Wegen dieser Winde ist schlechtes Wetter mit Regen meist nicht von langer Dauer.

Die meisten **Sonnenstunden** sind von April bis September mit durchschnittlich mehr als sieben Stunden am Tag. Im Juli und August ist es weniger wechselhaft. Sie haben immer noch mehr als sechs Sonnenstunden.

A nass	B endlos	C Frühling	D kälter
E wechselhaftesten	F manchmal	G Norden	H immer
I wärmer	J trocken	K wärmsten	L kurz
M Herbst			

Beispiel: Die Ostfriesischen Inseln liegen im ... Deutschlands.	G
(a) Die Sommer auf deutschem Festland sind	
(b) Im Frühling ist das Wetter oft	
(c) Das Wetter ist oft stürmisch im	
(d) Regenfälle sind oft	
(e) Im Sommer scheint die Sonne ... mehr als 7 Stunden am Tag.	
(f) Juli und August sind die ... Monate im Jahr.	

Teachers should prepare students for different registers of reading text, whether based upon factual or fictional texts. This factual text is based on the familiar topic of climate, but students have to read carefully for the details.

Reading activity 2

- 3 Wer sagt das? Kreuze die richtigen **8** Kästchen an [X]. Vorsicht! Einige Reihen können leer sein oder mehr als ein Kreuzchen [X] haben.

Zukunftspläne

Markus

Am liebsten würde ich durch Mikroskope gucken. Deswegen will ich etwas in Richtung Biologie studieren. Meine Mutter ist gelernte Friseurin. Heute immer dasselbe, darauf hätte ich keine Lust.

Jana

Meine Mutter sagt, ich soll Ingenieurin werden, denn in diesem Beruf kann man andere Länder sehen, was gut ist. Ob ich damit glücklich werde, weiß ich nicht. Ich bin nicht sicher, dass der Beruf für mich richtig ist.

Ernesto

Früher sagte ich: „Irgendwas mit Sprachen.“ Ich interessiere mich für ausländische Reisen. Aber in diesem Bereich gibt es kaum Jobs, in denen man viel verdient. Viel Geld verdienen ist wichtig.

	Markus	Jana	Ernesto
Beispiel: Ich interessiere mich für Naturwissenschaften.	[X]	[]	[]
A. Ich will reich sein.	[]	[]	[]
B. Ich weiß nicht, was ich machen will.	[]	[]	[]
C. Ich will keinen monotonen Beruf.	[]	[]	[]
D. Beide Eltern waren auf der Uni.	[]	[]	[]
E. Ich will ins Ausland fahren.	[]	[]	[]
F. Ein guter Lohn ist wichtig.	[]	[]	[]
G. Meine Mutter hat meinen Beruf gewählt.	[]	[]	[]

The requirements of this familiar test type have been expanded to allow for greater variety of responses. Students will have to think carefully about the sentences below the text to establish whether they apply to one, two or none of the people above. In this example, B and E refer to both Jana and Ernesto whilst D refers to none of the three young people.

Reading activity 3

Neues Restaurant

- 5 Beantworte die Fragen **auf Deutsch**. Vollständige Sätze sind nicht nötig.

Nach einer dreijährigen Ausbildung als Koch wollte Martin Stern am 1. Januar 2011 sein eigenes Restaurant eröffnen. Er musste jedoch seine Pläne ändern, da er Zeit für seine Hochzeit brauchte. Mit seiner neuen Frau Christine hat er das Restaurant „Zur Wilden Ente“ im Sommer 2012 aufgemacht und damit haben sie zusammen ihren Traum erfüllt.

Martin steht in der Küche und kocht viele leckere, frische Sachen, die auf der kleinen, aber feinen Speisekarte stehen. Das Menü ändert sich täglich. Christine, die auch eine Ausbildung als Köchin abgeschlossen hat, kümmert sich um den Service und berät gerne bei der Menüauswahl.

Das Konzept des Restaurants besteht darin leckeres Essen zu einem kleinen Preis anzubieten. Sie versuchen aus jedem Produkt das Bestmögliche zu machen. „Ohne ein gutes Produkt gibt es kein gutes Ergebnis – das ist noch wichtiger als der Koch – und so achten wir schon beim Einkauf auf höchste Qualität,“ meint Martin. So kommen Fleisch und Fische von lokalen Geschäften statt aus der Ferne. Auch die Obstbäume und Gemüsegärten in der Nachbarschaft sind nicht vor uns sicher.

Mit dem jetzt gut besuchten Restaurant und hat sogar drei Preise gewonnen. Martin hat sich als einer der jüngsten Köche in Deutschland schon einen Namen gemacht.

- (a) Wie lang dauerte Martins Ausbildung? (1)
- (b) Ab wann war sein Restaurant auf? (1)
- (c) Wie sorgt Martin dafür, dass die Speisen im Restaurant interessant sind? (1)
- (d) Welche Rolle spielt Christine im Restaurant? (1)
- (e) Was wollen Martin und Christine ihren Gästen geben? Gib **zwei** Details. (2)
- (e) Nach Martins Meinung, was ist am wichtigsten in seinem Restaurant? (1)
- (f) Woher bekommt er zum Beispiel Äpfel und Kartoffeln? (1)
- (g) Was zeigt den Erfolg des Restaurants? Gib **zwei** Details. (2)

The question requiring answers written in German is marked for comprehension only. Grammatical accuracy is not marked, but the mark may be affected if the accuracy impedes communication. Students need not answer in full sentences. Teachers should prepare students by encouraging them to read the whole passage and thinking about the overall meaning before answering individual questions.

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.

This Assessment Objective is tested in Paper 3. It is important that teachers familiarise themselves with the format of the assessment. Task A is a picture based-discussion about a picture which the student has chosen. Tasks B and C test students on two topics that have not been specifically prepared so as to test spontaneity of response. The teacher/examiner uses the randomisation grid provided by Pearson to determine which topic is to be examined in Tasks B and C. Information about the suitability of pictures is given separately in this guide; the importance of spontaneity in student response is reflected in the mark scheme.

Example from Sample Assessment Materials

Topic A – exemplar picture 1



Source © Ariel Skelley/Getty Images

A2 – Holidays, tourist information and directions

1. Beschreib mir das Bild bitte.
2. Was trägt der Junge auf der Fahrt in den Urlaub?
3. Welche Pläne haben die Eltern für den Rest des Tages?
4. Warum ist es wichtig, Urlaub zu machen?
5. Was sind die Vor- und Nachteile davon, Urlaub im eigenen Land zu machen?

The five questions to be asked about the picture are determined by the teacher and must not be shared with students in advance of the examination. They require different levels of response. In the example above, the questions are aimed to elicit:

- description of what is shown in the picture (1),
- specific factual information about the picture (2),
- past or future hypothesis (3),

- a more general description of the benefits of holidays giving opinion (4)
- evaluation (5).

All questions can elicit extended responses. A good student might be able to respond as follows:

1. Auf diesem Bild sehen wir eine Familie auf dem Flughafen. Ich glaube, sie fahren in Urlaub, weil sie glücklich aussehen.
2. Er trägt seinen eigenen Koffer und auch einen Rucksack. Seine Kleidung ist locker. Er trägt Jeans und ein rotes T-Shirt.
3. Sie werden wahrscheinlich am Hotel auspacken und dann vielleicht einen Spaziergang um das Hotel machen. Sie könnten auch schwimmen gehen, wenn das Wetter gut ist.
4. Weil der Alltag ziemlich stressig ist, braucht man einen regelmäßigen Urlaub, um sich zu entspannen. Es ist auch wichtig, dass die Familie Zeit zusammen verbringt.
5. Ein Urlaub im eigenen Land ist oft billiger als ein Urlaub im Ausland. Aber auf der anderen Seite kann es ziemlich langweilig sein. Im Ausland kann man eine neue Kultur lernen oder eine Fremdsprache üben.

Further examples are given in the Sample Assessment Materials and in the following three examples.

Speaking activity 1

Topic B



© Caiaimage/Sam Edwards/Getty Images

B1 – School life and routine

1. Was siehst du auf diesem Bild?
2. Warum schreibt der Junge auf der rechten Seite vielleicht nichts?
3. Was werden diese Schüler nach der Stunde machen, meinst du?
4. Welche Rolle spielt der Lehrer oder die Lehrerin in einem Klassenzimmer?
5. Warum möchtest du Lehrer(in) werden – oder nicht?

Speaking activity 2

Topic C



Hero Images/Getty Images

C2 – Daily routines and helping at home

1. Was machen die Familienmitglieder hier auf diesem Bild?
2. Wie sieht der Junge im Vordergrund aus?
3. Was ist am Tag vorher passiert, meinst du?
4. Wie ist die Hausarbeit bei dir zu Hause aufgeteilt?
5. Inwiefern sollen Jugendliche im Haushalt helfen, deiner Meinung nach?

Speaking activity 3

Topic D



martin-dm/Getty Images

D5 – Information and communication technology

1. Erzähl mir über das Bild.
2. Wie reagieren die Mädchen auf die Nachricht auf dem Handy?
3. Was werden die Mädchen jetzt machen, meinst du?
4. Inwiefern sind Handys nützlich für junge Leute?
5. Warum sollte man Handys im Unterricht verbieten – oder nicht?

Topic guidance

It is important to note that all Topic Areas can be assessed at any level. Teachers should guard against limiting their students to simple descriptive language, ensuring at all times that they are given the opportunity to access and produce abstract language. This involves moving on from the more concrete language of description learned at Key Stage 3 towards the language of justification required at a higher level. For example, students may be able to describe fitness activities, but at a higher level should also be able to explain why they are important, express their opinions about a variety of activities and justify their ideas.

Teachers should refer to the GCSE 'how to' guides available on our website for support with how to approach the content. These guides feature pedagogical rationale, strategies and practical activity suggestions to help with:

- answering questions in the target language
- classroom talk strategies
- guide to rubrics in German
- incorporating culture into the MFL classroom
- vocabulary learning strategies.

Ideas on how to approach the themes and for activities within these themes are provided below. Note that these are suggestions only and are not prescriptive.

Topic Area A – Home and abroad

- Sub-topics:
1. Life in the town and rural life
 2. Holidays, tourist information and directions
 3. Services (e.g. bank, post office)*
 4. Customs
 5. Everyday life, traditions and communities

*Sub-topic A3 will not be assessed in Paper 3: Speaking.

As well as students describing their own past or future holidays, teachers could approach this theme as a group task where students have to research the type of holiday they would like to do. This could be confined to a German-speaking country which would then allow them to report back on travel costs, accommodation available and activities on offer in the chosen destination.

Authentic resources from websites such as TripAdvisor provide a wealth of information in the target language about hotels and restaurants. These can be used as reading comprehensions to extract vocabulary and phrases, and finally students could write their own reports on a restaurant or hotel. Complaint letters to a hotel also allow students to explore more formal writing to describe problems.

Students could also collect literature about their own area and from that produce a website or brochure for German-speaking tourists to encourage them to visit. Research can be conducted into traditional customs and traditions in the German-speaking world.

Activity ideas:

- Research a German-speaking holiday destination and plan travel, accommodation and activities for a visit.
- Photographs of holiday destinations can be used to practise the picture-based oral task.
- Read reports on TripAdvisor, etc. and students write their own report.
- Write a complaint letter to a hotel or restaurant.
- Using authentic hotel website information to work out the best accommodation for different groups of people, e.g. a family with three children, a couple looking for a romantic holiday, a single traveller.
- Spontaneous discussion about preferred types of holidays and/or accommodation.
- Advantages/disadvantages chart for holidaying abroad or in their own country.
- Survey about holiday requirements/preferences.
 - Write a newspaper article about a holiday which did not go well, e.g. an airport strike or a hotel with few facilities.
 - Read postcards and match them with locations or pictures of holidaymakers.
- Watch videos from German-speaking areas or cities to extend vocabulary and listening skills. Students could then produce their own voiceover commentary to photos of a German-speaking area/city or their own area.
- Students allocated a traditional custom or festival to research in groups, presenting their findings to the class.
- Photographs of traditional festivals can be used to practise the picture-based oral task.

Topic Area B – Education and employment

- Sub-topics:
1. School life and routine
 2. School rules and pressures
 3. School trips, events and exchanges
 4. Work, careers and volunteering
 5. Future plans.

Again students will have met many of the basic ideas from this topic in Key Stage 3 and should be able to converse about the different school subjects and their likes and dislikes.

When approaching this topic, teachers could use partner schools to enable students to compare and contrast the school experience in each country. Many German-speaking school websites provide an excellent resource for authentic material. There are a number of *Schulmuseen* in Germany with websites which could provide an interesting introduction to the theme.

Particular features of schools in German-speaking countries such as length of the school day, uniform and the grading system could also be opportunities for discussion.

Teachers may want to approach the topic of future plans through students' own aspirations but could also look at relevant webpages to find resources describing others' experiences, which will provide models for students to use in their own work. There are a number of useful websites about training, which teachers may find of use to source work for reading purposes as well as suitable photographs, and to extend students' vocabulary and comprehension skills. There are also websites where students can read about the experiences of young Germans undertaking volunteering (e.g. <http://www.auslandszeit.de/freiwilligenarbeit.html>).

Activity ideas:

- Authentic resources in the form of blogs or letters discussing aspects of the school system in Germany could be used as reading comprehension and stimuli for discussion purposes. (e.g. <https://www.ego4u.de/de/read-on/countries/uk/school>)
- Research on school websites can produce timetables to compare the school day.
- Setting up links with German-speaking schools for students to pose questions to their peers and report back on their answers, e.g. their opinion of the longer school day, sport at school.
- *Deutsche Welle – Deutschlandlabor* has a number of useful videos which can be used for listening practice such as the one on *Die Schule*. This could be used just to give students a better idea of school life in Germany or as a basis for developing listening comprehension skills.
- Students could draw up their ideal school rules – giving an opportunity for a spontaneous discussion in which they have to justify their chosen rules.
- A list of pros and cons of school uniform could be drawn up and used in discussion.
- There are a number of blogs on school exchanges on the internet (e.g. <https://www.yfu.de/austauschjahr/berichte/blogs>) which can be accessed to provide authentic resources for reading comprehension.
- A group of students could carry out a research project of which areas of school life give the most pressure. They could present this as a wall display or as a mini-lecture.
- Students could choose a picture of a class trip to practise the picture-based oral task, making as many statements as they can about the picture in pairs.

- Students could research possible volunteering projects in Germany and write imaginary letters of application explaining why they wish to volunteer in a certain area.
- Brainstorming positive and negative aspects of travelling during a gap year, going to university or undertaking work experience.
- Reading task to match descriptions of jobs to the job titles.
- Jigsaw task to reorder a text about a day in a particular job. The text is broken up into lines which they have to reassemble to make a coherent paragraph.
- Ask German-speaking students about their career/future aspirations and report back.

Topic Area C – Personal life and relationships

- Sub-topics:
1. House and home
 2. Daily routines and helping at home
 3. Role models*
 4. Relationships with family and friends
 5. Childhood*

*Sub-topics C3 and C5 will not be assessed in Paper 3: Speaking.

Much of the language for this topic will have been introduced at Key Stage 3. However, it is important to move the level of demand forward to embrace more abstract language and more complex structures. For example, teachers should lead students away from simple descriptions of family members towards discussions about relationships within the family.

The topics of *Role models* and *Childhood* can be explored through reading and research online.

Activity ideas:

- Using historical or literary texts to identify and practise the simple past tense.
- Writing two diaries – one for this week and an imaginary one when the student was much younger.
- Using poetry and stories to expand ideas about friendship and develop vocabulary. Students write their own poems about a friend using more adventurous adjectives. Or they could base their own poem on the lyrics of *Nur für dich* by The Wise Guys.
- Problem page letters dealing with family relationships – these can be used as reading practice and then developed into students writing their own examples.
- Researching how students in the group help at home and giving their opinions about this; then holding a class debate about whether or not young people should help at home and whether there should be rewards or not.
- Creating a power point with pictures and written language to explain how a student's house has changed since it was built. This could focus on the perfect and present tenses.

- Practising interrogatives through role-play. Students adopt the persona of their favourite contemporary personality and the others formulate questions to ask about their life. This is then followed up with a written account of a role model.
- Students can practise the conditional tense by describing what their daily routine would be if they were in a Germany-speaking country. This gives an opportunity to practise a grammatical construction in a culturally relevant setting.

Topic Area D – The world around us

- Sub-topics:
1. Environmental issues
 2. Weather and climate*
 3. Travel and transport
 4. The media
 5. Information and communication technology

*Sub-topic D2 will not be assessed in Paper 3: Speaking.

Teachers may again wish to access material on the internet to support their teaching of this theme. Posters and adverts for environmental groups (e.g. <http://www.umweltgruppe-kaltern.it/>) or for new technological developments (e.g. <http://www.rp-online.de/digitales/neuheiten/zehn-fakten-ueber-neue-technologien-in-der-schule-bid-1.2877361>) could be useful resources, as could blogs and newspaper reports.

A large amount of information and numerous publications about being 'green' are available from the German government website as well as from other organisations. Websites such as BUND (www.bund.net), Nabu (www.nabu.de) and Robinwood (www.robinwood.de) could all be of use.

Carefully chosen German language films (e.g. *Lola rennt*) are a useful resource for creating a teaching module about media consumption. Similarly, many German language television programmes are available online.

Activity ideas:

- Watching/reading weather forecasts online.
- Writing an imaginary weather report for 50 years from now, drawing together the sub-topics of *Weather and climate* and *Environmental issues*.
- Reading comprehension using publications from German-speaking material about the environment.
- Writing about how environmentally friendly (or unfriendly) their home town is.
- Using links with a German-speaking partner school to compare their town and the German town with regard to the protection of the environment.
- Using literary texts (e.g. *Emil und die Detektive*) as reading to expand vocabulary and writing their own poems such as acrostic poems using any of the *Umwelt* words, such as *Umweltzerstörung*.

- A comparative study of public transport in a German city and a city in the student's own country, weighing up the pros and cons of various means of transport.
- Watching a German language film (e.g. *Lola rennt*) and writing a review.
- Discussion about preferred TV programmes or music through a diamond nine activity to encourage spontaneous talk: (http://www.classools.net/_SEARCH/index.php?template=diamond9)
- Researching trends in the group about reading habits (e.g. traditional versus e-books, differences between male and female reading habits) and presenting the findings as a wall display or as a speech.
- A debate about the pros and cons of using social media in schools with two groups of students preparing either the pros or the cons.
- Students write an article about the importance of information technology in their life and how they envisage it changing in the future.
- Students take their own pictures of others using IT at school and present it to the group to practise the picture-based oral task. The others in the group consider which questions to ask for further information.

Topic Area E – Social activities, fitness and health

- Sub-topics:
1. Special occasions
 2. Hobbies, interests, sports and exercise
 3. Shopping and money matters
 4. Accidents, injuries, common ailments and health issues*
 5. Food and drink

*Sub-topics E4 will not be assessed in Paper 3: Speaking.

Again it is important with this Topic Area to develop language learned in previous years. The sub-topic of *Food and drink* for example should not be limited to descriptions of what students like to eat and drink, but may include details about the pros and cons of fast food or the merits of a healthy life style with plenty of exercise.

Students should be encouraged to think carefully about what sort of picture could be chosen as a basis for the picture-based oral task and may benefit from links with other students in German-speaking schools who may be able to provide useful resources.

Online blogs and videos (e.g. <http://www.danato.com/magazin/geburtstag/besten-tipps-zum-perfekten-geburtstag.html>) can give useful information about special occasions in German-speaking countries. There are many websites advertising shopping centres, restaurants and sports venues. (e.g. <https://www.europagaleries.de/>)

Activity ideas:

- Selecting a picture of a special occasion to practise the picture-based oral task.
- Designing a questionnaire for students in their own or a partner school to compare how birthdays etc are celebrated at home and in a German-speaking country.
- Creating a short video blog about sporting interests in the group.
- Group activity discussing the cost of attending music or sporting events.
- Watching a sporting event in the target language as a listening comprehension.
- Writing a voiceover to a sporting event video extract.
- Using the trailer from the film Berlin 36 as a listening comprehension. (<https://www.youtube.com/watch?v=zcqkmoHbiEA>)
- Comparing a UK shopping centre with a German one.
- Writing an advertisement for a new shop or shopping centre.
- Creating a poll to determine the nature of shopping habits within the school and presenting the results orally to the class, highlighting differences between age groups, boys and girls etc.
- Designing a poster in German to prevent injuries at school. This could be an opportunity to introduce imperatives.
- Writing an article or pamphlet about the value of a healthy lifestyle.
- Comparing food and drink in their own country with a German-speaking country.
- Selecting a picture of a family meal or picnic to use as a basis for the picture-based oral task.
- Give a demonstration of food preparation (e.g. making a sandwich) with a commentary.
- Write the recipe for a favourite dish or instructions for how to make a hot drink.

Speaking guidance**General information**

- The speaking assessment is conducted internally and is externally assessed.
- It is worth 40 marks and comprises 25% of the qualification.
- The assessment must be conducted entirely in German.
- Students must complete all three tasks in consecutive order.
- The assessment must be conducted in one continuous session.
- All tests must be recorded. Further instructions are given in the specification.

Use of notes

Students must **not** take notes with them into the examination. However, they should bring their picture for Task A.

Timings of the tasks

The total assessment time is 8–10 minutes. Students are assessed on the quality of responses so the length of tasks is representative of their relative demand.

Assessment times for the tasks are as follows.

- Task A: 2 to 3 minutes
- Task B: 3 to 3 minutes 30 seconds
- Task C: 3 to 3 minutes 30 seconds.

Task C should continue without a pause or interruption from Task B.

In Task A students will answer questions on a picture. They will also discuss in Task B and Task C two further **different** topics, chosen at random by Pearson from the following.

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health.

Sub-topics A3, C3, C5, D2 and E4 will not be assessed in this paper.

Task A

Students must choose their own picture for the test. Teachers should not allow all students in the centre to choose the same picture.

Teachers must prepare five questions to ask each student about their chosen picture, but must not share these questions with students before the test. The pattern of these five questions should follow the examples in the Sample Assessment Materials and the advice given in the specification:

Question type 1: A description of what you can see in the picture

Question type 2: Specific factual information about the picture

For example, select a person or persons in the picture and state what they are doing.

Question type 3: Past or future hypothesis

This question must ask the candidate to imagine a possible past or potential future event relating to the picture. This is the opportunity to support the candidate in using additional tenses and time frames.

Question type 4: Opinions about the picture

This question elicits the candidate's opinions on the picture and the topic.

Question type 5: Evaluation

The teacher/examiner should elicit an evaluation from the candidate. This question will move away from the content of the picture and exploit the wider topic area.

Teachers must ensure they ask each student one question from each of these five types. They should ask the questions in the order they are given above. The questions may be repeated if needed but they may not be rephrased.

Each question should normally be asked only once. However, questions may be repeated, but not rephrased. In order to enable candidates to develop their responses teacher/examiners are allowed to use prompts for questions. Only the following three prompts may be used.

- Warum (nicht)? — Why (not)?
- Noch etwas? — Anything else?
- Ist das alles? — Is that all?

There must be no other supplementary questions and teacher/examiners must not deviate from these prompts.

Marks are awarded using the Assessment Grids for Task A given in the specification. Up to 8 marks are awarded for Communication and content; up to 4 marks are awarded for Linguistic knowledge and accuracy.

Tasks B and C

For **each** conversation (Tasks B and C) teachers/examiners should:

- ask open questions
- ask questions at an appropriate level of the candidate's ability
- link the questions to the previous response as far as possible
- elicit a range of tenses (past, present and future), structures and vocabulary
- elicit opinions and justifications
- provide candidates with an opportunity to expand
- respect timings.

Marks are awarded using the Assessment Grids for Tasks B and C given in the specification. The marks are awarded globally over Tasks B and C. Up to 12 marks are awarded for Communication and content; up to 8 marks are awarded for Interaction and spontaneity; up to 8 marks are awarded for Linguistic knowledge and accuracy.

Examples of open questions which allow students the freedom to expand answers are:

- Warum ist ein jährlicher Urlaub nötig?
- Inwiefern ist Sport wichtig in deinem Leben?
- Welche Vor- und Nachteile haben E-Books?
- Wie kann man Schulstress reduzieren?
- Welche Aspekte deines Schullebens würdest du gern ändern?
- Wie hast du deinen letzten Geburtstag gefeiert?
- Welche Eigenschaften hat ein guter Freund oder eine gute Freundin, deiner Meinung nach?
- Was für Mahlzeiten isst du gern?
- Inwieweit ist es wichtig, ein interessantes Hobby zu haben?
- Was für einen Beruf möchtest du in Zukunft ergreifen?

Examples of questions which are not suitable except for the weakest students or to enable the conversation to move on are:

- Wohnst du in der Stadt?
- Hast du Geschwister?
- Was ist dein Lieblingsfach?
- Bist du glücklich in der Schule?
- Wie heißt deine Schule?
- Hast du eine Klassenfahrt gemacht?
- Benutzt du einen Computer?
- Ist Freizeit wichtig?
- Gehst du gern einkaufen?
- Kannst du schwimmen?

Teacher-examiners will be aware of the linguistic level of their students and can prepare how best to begin each discussion. For example, for a very able student, the discussion on school may be initiated with a wide ranging question such as *Inwiefern ist deine Schule eine gute Schule?* A less confident student may need more support: the opening question might be *Erzähl mir etwas über deinen Schultag?* Only the least able should be asked questions such as *Wie heißt deine Schule?* / *Wann beginnt der Schultag?*

Most importantly, teachers must allow the discussion to flow, responding to students' answers as naturally as possible whilst keeping in mind the requirements of the test. At no stage should a list of prepared questions be asked.

For further examples of appropriate questions, please see the *Sample Assessment Materials* document, which is available on our website. Teachers/examiners must mirror the style of questions in the sample assessment materials but not replicate them.

Interaction and spontaneity

Teachers should prepare their students to interact naturally in German rather than to answer a set of pre-prepared questions. The latter will lead to disappointing marks even for the best students. To encourage this the following types of activities could be used in the classroom:

Activity 1 – shopping

- Set up a role play scenario in which some teenagers have come home from a shopping trip. The parents are interested to find out what they have bought, the cost and what the shops were like. Each person can be assigned an attribute (e.g. *enttäuscht*, *überrascht*, *zufrieden*) which they must try to convey in the role play.
- Give each student in the group some questions or vocabulary which they can use, but encourage them to think of their own questions and answers.
- Allow the improvised scene to run until it stops, then take time to evaluate the language used. One group could be the actors; another group the evaluators.

Activity 2 – The media

- Based on the radio programme *Just a Minute*, pick a student to start talking about a topic e.g. Kinos. The challenge is to speak for one minute without hesitation, repetition or deviation. If challenged correctly, the successful challenger takes up the topic and develops it.
- The teacher should not interrupt to correct mistakes. However, the game could be recorded and other students could discuss how the participants could have improved their performance.

Activity 3 – Life in the town and rural life

- Present groups of students with a series of pictures from the town or country. Encourage each group to come up with at least 3 things to say about each picture.
- Allow them to write down the statements and discuss the value of each one at the end.

Photo Selection Guidance

The instructions in the Sample Assessment Materials are as follows:

Candidates will provide a picture that fulfils the criteria in the specification. The picture must contain the following elements:

- people
- objects
- interactions.

Students should take care selecting a suitable picture which will allow for a variety of different approaches to be taken in the test and which relates directly to the chosen Topic Area. Students should be given the following advice:

What to do when selecting a picture	What <u>not</u> to do when selecting a picture
<ul style="list-style-type: none"> • Ensure there is more than one person • Ensure you can describe the people in the picture and what they are doing • Ensure there are objects (e.g. luggage, books, phones) that you can relate to activities • Select a picture in which the people are interacting (e.g. eating together, opening presents, playing in a team) • Think about what has happened beforehand and what might happen later • Make links with the picture and the wider Topic Area 	<ul style="list-style-type: none"> • Don't select a picture with no people (e.g. a house on its own) • Don't select a picture with little happening (e.g. a picture of a face) • Don't select a picture in which the people are not interacting (e.g. a group of unrelated individuals in an advertisement) • Don't select a picture of an object (e.g. a laptop) • Don't select a picture just because you like it • Don't select a picture which does not relate to the Topic Areas listed in the Specification or which comes from one of the "banned" sub-topics in the speaking test (e.g. <i>Role models</i> or <i>Weather and climate</i>)

Example of an unsuitable picture



© Nikada / Getty Images

The picture of the Brandenburg Gate in Berlin may be culturally relevant, but it does not meet the requirements of People, Objects and Interaction. There is little that the teacher could ask about this picture and the requirements of the test would not be met.

Example of a suitable picture



© svetikd / Getty Images

The picture of three friends at a German Christmas market meets all the requirements of a Task A picture. The people are interacting by drinking together, they may well have bought some presents or may be about to buy some and the picture can act as a springboard for a wider discussion about Christmas markets in particular, commercialism at Christmas markets or about the wider importance of traditional festivals.

Suggested resources

Name of resource	Link if applicable	Topic or area of qualification this relates to	Notes
LANGUAGES German	http://www.bbc.co.uk/languages/german	All Topic Areas	A useful website with basic information and some interesting articles
Languages.online	http://www.languagesonline.org.uk	All Topic Areas	A free language resource with lively exercises to practice grammar, vocabulary and comprehension
Hodder Publishing	http://www.hoddereducation.co.uk/languages	All Topic Areas	<p>New MFL resources available from Hodder in 2017:</p> <p>Stretch and support your students with a differentiated approach to the Edexcel International GCSE courses, ensuring they have the key skills and knowledge to progress through the International GCSE and beyond.</p> <ul style="list-style-type: none"> - Develop students' four key skills with a variety of topical stimulus material - Ensure students are prepared for the exam with exam style exercises and differentiated exam corners, containing top tips and sample answers throughout. - Teach and practise grammar using a step-by-step approach, with each spread focusing on one grammar point - Stretch more able pupils and encourage the progression required for further study at a level with activities. - Enhance students' cultural and international awareness with magazine sections throughout to provide variety and a different perspective - Support content from the Student's Book with recordings and transcripts on the Teacher's Resource and Audio CDs, as well as answers, teacher notes and editable vocabulary lists. This material can also be purchased as part of the Dynamic Learning platform. <p>Available in May 2017</p>

JUMA Jugend Magazin	http://www.juma-thueringen.de/	All Topic Areas	An online magazine with wide ranging fields of interest
Goethe Institut	http://www.goethe.de	All Topic Areas	A reliable and trusted source which provides a wide range of topical texts, cultural information and exercises
News4Kids	www.nachrichtenfuerkinder.de/n4k	All Topic Areas	A topical news site aimed at teenagers
Popcorn	www.popcorn-mag.de	All Topic Areas	A lively up-to-date magazine for teenagers with topical articles
Nachrichten für Kinder	www.sowieso.de	All Topic Areas	An online news website with relevant and interesting topical articles
Vocabulary learning strategies	http://qualifications.pearson.com/content/dam/pdf/GCSE/French/2016/teaching-and-learning/Vocabulary_learning_strategies.pdf	All Topic Areas	A free Pearson resource to encourage the acquisition of vocabulary
Incorporating culture into the MFL classroom	http://qualifications.pearson.com/content/dam/pdf/GCSE/French/2016/teaching-and-learning/Incorporating_culture_into_the_MFL_classroom.pdf	All Topic Areas	A free Pearson resource to encourage cultural relevance in the classroom
Answering questions in the target language	http://qualifications.pearson.com/content/dam/pdf/GCSE/German/2016/teaching-and-learning/answering-questions-in-the-target-language.pdf	All Topic Areas	A useful guide to help teachers teach the skills which students need to answer questions in German
ResultsPlus	ResultsPlus/http://qualifications.pearson.com/en/support/Services/ResultsPlus.html /All Topic Areas/		ResultsPlus is a free online results analysis tool for teachers that gives you a detailed breakdown of your students' performance in Edexcel exams.
examWizard	examWizard/http://qualifications.pearson.com/en/support/Services/examwizard.html /All Topic Areas/		examWizard is a free online resource for teachers containing a huge bank of past paper questions and support materials to help you create your own mock exams and tests.

B Getting started for students

Introduction

Why study the Pearson Edexcel International GCSE in German

This course will enable you 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
- 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
- the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- a knowledge and understanding of the target language grammar and its practical application
- a knowledge and understanding of countries and communities where the target language is spoken
- positive attitudes towards modern foreign language learning
- a suitable foundation for further study of the target language, or another language.

What do I need to know, or be able to do, before taking this course?

There are no prior learning requirements for this qualification.

Is this the right subject for me?

Have a look at our qualification overview to get an idea of what's included in this qualification. Then, why not get in touch with our student services, students@pearson.com, to discuss any outstanding questions you might have?

You could also have a look at <http://qualifications.pearson.com/en/campaigns/pearsonqualifications-around-the-world.html#tab-Edexcel> to find out what students and education experts around the world think about our qualifications.

How will I be assessed?

This course is assessed through 100% examination, including a written, oral and listening assessment testing reading, writing, speaking and listening skills.

What can I do after I've completed the course?

You can progress onto further study of German and other language subjects at IAL and A Level, and then onto Higher Education.

What next?

Talk to your subject teacher at school or college for further guidance, or if you are a private candidate you should visit <http://qualifications.pearson.com/en/support/support-for-you/students.html#>

For information about Edexcel, BTEC or LCCI qualifications
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